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AUTHOR Rossmann, Marilyn Martin; Parsons, Joanne
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ABSTRACT

This report details a two-part study to describe the Minnesota secondary and adult consumer and homemaking program and to identify "special" consumer and homemaking programs and describe them through case studies. Questions in the study focus on responsiveness to the 1976 Vocational Education Amendments. The methodological approaches used are applicable to other programs. Part 1 describes a quantitative survey which identified student enrollments, teacher preparation and length of service, content areas being taught, and adaptation of curriculum to eliminate sex role stereotyping. Part 2 focuses on qualitative case studies of ten selected home economics programs in Minnesota at both secondary and adult levels. The following categories of information are integrated into each five-to-seven-page case study: history of the program, student-teacher interactions, concerns of teachers, and quotes from persons involved with the program. Emphasis of the evaluation is given to outreach to new population (males, parents, disadvantaged adults), elimination of sex bias, and inclusion of consumer, nutrition, and parent education in the curriculum. Appendixes, amounting to approximately one-fifth of the report, include the questionnaires and guides for case study interviews and observations. (YLB)

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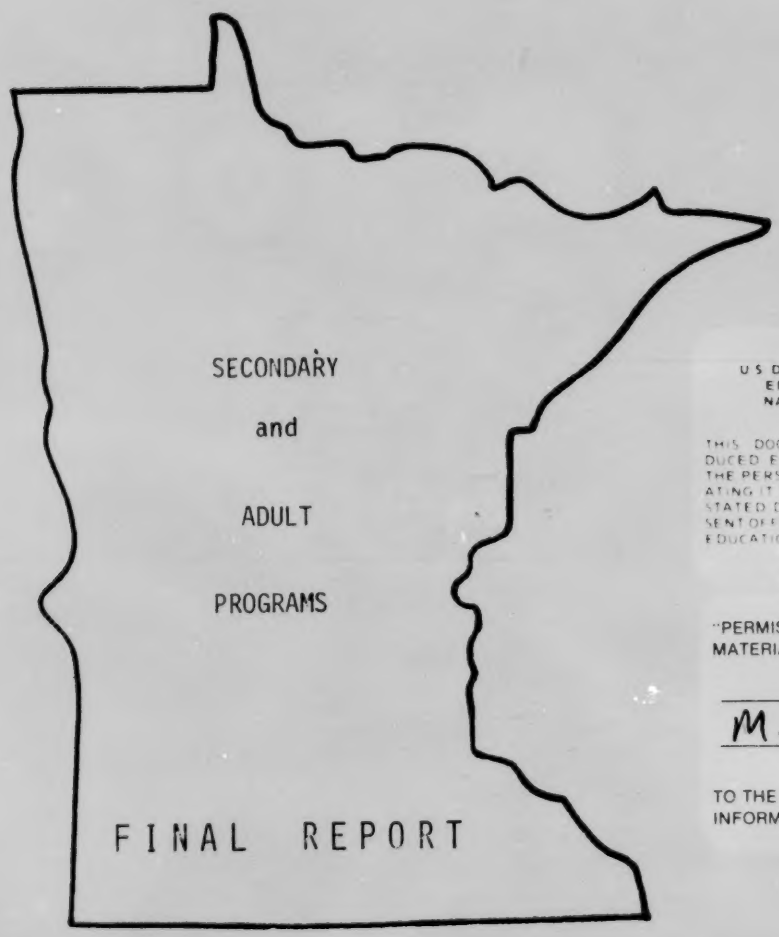
A DESCRIPTIVE STUDY OF CONSUMER & HOMEMAKING PROGRAMS IN MINNESOTA



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Final Report

A Study of Home Economics in Minnesota

June, 1980

By

Dr. Marilyn Martin Rossmann, Project Director

Joanne Parsons, Project Assistant

University of Minnesota
Home Economics Education
386 McNeal Hall
St. Paul, MN 55108

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Mary Bath - Advisory Board Member

Mary Burns - Advisory Board Member

Kathleen Stuart - Advisory Board Member

Ruth Thomas - Head, Home Economics Education

Brandon Smith - Minnesota Research & Development Center

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A Study of Home Economics in Minnesota

Introduction

Federally funded Consumer & Homemaking (C & HE) programs were singled out by Congress in the 1976 Vocational Education Amendments for an extensive review and evaluation. The questions asked by Congress focused on the responsiveness of C & HE in emphasizing outreach to new populations (i.e. males, parents, disadvantaged adults) and the elimination of sex bias.

The themes of current federal, state and local funding agencies are accountability, cost effectiveness, and objective evidence. The need for a systematic and disciplined evaluation system is apparent; the demands for valid and reliable data are almost overwhelming. Concern has been expressed for the collection of C & HE data which yields information useful in documenting the activities of existing programs, in improving the quality of those programs and in formulating future policy and program decisions.

Purpose of the Study

Part one of this study was designed to describe the Minnesota secondary school and adult C & HE programs with regard to what is being taught and who are the students and teachers. Information was collected regarding: student populations enrolled in classes, teacher's preparation and length of service, content areas being taught, and adaptation of the curriculum to eliminate sex role stereotyping.

Part two of this study was designed to identify "special" C & HE programs (at both the secondary school and adult levels) and describe them through case studies.

Procedures for Part One

A questionnaire was developed and sent in April, 1980 to all secondary Consumer and Homemaking programs in the state of Minnesota. Only one questionnaire was sent to each school. Teachers were asked to work cooperatively to complete the questionnaire. The list of 410 programs was obtained from the State Department of Education.

For the study of the adult Consumer and Homemaking programs, questionnaires were sent in April, 1980 to 298 of the 435 persons identified by the State Department of Education as teachers in an adult program. Addresses were not available for the 137 teachers not contacted. Each teacher responded for the classes he/she taught.

The questionnaires were returned to the University of Minnesota for coding and analysis. The return rate for the secondary C & HE programs was 270 out of 410 (66%). The return rate for the adult C & HE teachers was 156 out of 298 (52%).

Results - Secondary Consumer & Homemaking Programs

The following is a summary of the information. Where percentages are not 100, data are missing

1. Location of Programs	N	%
Urban (Minneapolis or St. Paul)	9	4
Suburban	32	12
Town (Duluth, Rochester, St. Cloud, etc.)	11	4
Rural Village	218	80
	270	100

2. Size of schools (grades 10-12)	N	%
801-1201 or larger	66	25
301-800	54	20
less than 100-300	147	54
	267	99

Comment:

Secondary C & HE programs are being taught primarily in rural communities with 10-12th grade enrollments of 300 or less (17% in schools of less than 100).

3. Facilities (number of rooms in department)	N	%
One room	84	31
Two rooms	56	20
Three rooms	53	20
Four rooms	35	13
More than 4 rooms	42	15
	270	99

Comment:

Home economics facilities consist of one all-purpose-room or two rooms, one for clothing laboratories and one for foods laboratories. Twenty-nine percent reported having an extra classroom and a separate office.

4. Description of Teachers

a. Number of full-time equivalent teachers in a department

	N	%
One teacher	138	51
Two teachers	80	31
Three teachers	31	12
More than three teachers	17	6
	266	100

b. The total number of years of teaching home economics (including 1979-1980).

	N	%
One year	32	7
Two years-Five years	121	25
Six years-Ten years	149	31
Eleven years-Fifteen years	82	17
Sixteen years-Twenty years	52	11
Twenty-one years-Twenty-five years	18	4
More than Twenty-five years	22	5
	476	100

c. Highest degree earned

	N	%
BS or BA degree	127	27
BS or BA + up to 30 cr.	295	62
Masters degree	22	5
Masters degree + up to 45 cr.	31	6
PhD degree	1	0
	476	100

Comment:

Minnesota Home Economics Teachers work in a single teacher department, they have between 2 and 10 years of teaching experience and they've returned to school to earn credits beyond the BS or BA degree, but they have not yet earned a MA, MS or MED degree.

5. Time spent in subjects for the total home economics program (reported by total minutes in class for each program for each year)

Food Preparation and Nutrition	1978-1979 N	%	1979-1980 N	%
1-200 hours	98	43	106	46
201-400 hours	51	22	52	23
401-600 hours	38	17	35	15
601-800 hours	19	8	9	4
800+ hours	23	10	26	11

Family Living	1978-1979 N	%	1979-1980 N	%
1-200 hours	174	83	178	84
201-400 hours	26	12	25	12
401-600 hours	8	4	10	4
601-800 hours	2	0	2	0
801+ hours	0	0	0	0

Child Development	1978-1979 N	%	1979-1980 N	%
1-200 hours	167	81	177	82
201-400 hours	27	13	28	13
401-600 hours	8	4	8	4
601-800 hours	0	0	0	0
801+ hours	4	2	3	2

Housing & Home Furnishings	1978-1979 N	%	1979-1980 N	%
1-200 hours	178	92	171	93
201-400 hours	13	7	12	7
401-600 hours	2	1	0	0
601-800 hours	0	0	0	0
801+ hours	0	0	0	0

Clothing & Textiles	1978-1979 N	%	1979-1980 N	%
1-200 hours	145	64	131	60
201-400 hours	54	24	61	28
401-600 hours	15	7	16	7
601-800 hours	6	3	5	2
801+ hours	5	2	4	2

Consumer Education	1978-1979 N	%	1979-1980 N	%
1-200 hours	171	93	164	94
201-400 hours	11	6	9	5
401-600 hours	1	0	2	0
601-800 hours	0	0	0	0
801+ hours	0	0	0	0

Comment:

Consumer and homemaking programs devote at least one semester each year (100 hours) in all 6 subject matter areas. However, Food Preparation and Nutrition and Clothing and Textiles appear to have more time (in terms of total hours) allocated when compared to Family Living, Child Development, Housing and Home Furnishings and Consumer Education. Over-all, Consumer Education receives the least amount of attention in terms of the total hours of teaching in that area. Time allottments are consistent in each area from 1978-1979 to 1979-1980.

6. Enrollment Information (Actual Numbers in grades 10-12)

a. 1978-1979

	Males	Females	Special Needs	Economically Disadvantaged
Food Preparation & Nutrition	9,566	14,509	848	1,038
Family Living	2,311	7,238	382	510
Child Development	909	7,078	343	523
Housing & Home Furnishings	799	5,202	299	331
Clothing & Textiles	1,050	9,327	390	591
Consumer Education	1,656	3,764	260	346
Totals	16,291	47,118	2,522	3,339

b. 1979-1980

	Males	Females	Special Needs	Economically Disadvantaged
Food Preparation & Nutrition	10,161	14,997	962	1,129
Family Living	2,376	7,809	348	515
Child Development	1,261	8,005	387	588
Housing & Home Furnishings	738	4,239	275	348
Clothing & Textiles	1,028	9,632	449	671
Consumer Education	1,425	3,144	274	359
Totals	16,989	47,826	2,695	3,610

Comment:

Slightly more than ¼th of the participants in home economics classes are males. Most of the males are enrolled in foods classes. They also constitute approximately ¼th of the enrollment in family living classes.

Three-fourths of all respondents did not give any information regarding enrollment of special needs and economically disadvantaged students. Of those programs reporting, 100% indicated they were serving students in these two groups.

7. Outreach programs

Number of home economics programs with teachers having involvement with "non-traditional" groups:

	Major Focus		Moderate Involvement		Some Involvement		No Involvement	
	N	%	N	%	N	%	N	%
Limited English Speaking	24	9	18	7	30	11	129	48
The Elderly	1	0	22	8	56	20	116	43
Young Children	36	13	90	33	41	15	52	19
School Aged Parents	22	8	50	19	79	29	65	24
Single Parents	22	8	41	15	61	23	87	32
School Drop Outs	9	3	11	4	31	12	143	53
Gifted and Talented	13	5	37	14	48	18	95	35
Health Care	80	39	71	35	45	22	7	3
Court Offenders	18	7	21	8	33	12	125	46

Comment:

More than half of the home economics programs have had at least some involvement with "non-traditional" populations. This outreach has been mainly to young children, school aged parents and in delivery of health care in the form of nutrition, parent education and consumer education.

8. Curriculum Revisions to Eliminate Sex-role Stereotyping

Number of programs which have given attention to the following:

a. Changing career patterns of men and women: 96%
b. Increased numbers of women working outside the home: 98%
c. Increased numbers of men assuming homemaker responsibilities: 96%
d. Inclusion of an active student organization to develop leaders: 70%

Comment:

Teachers indicated unanimously that they give attention in their curriculum to breaking down sex-role stereotypes.

Results - Adult Consumer & Homemaking

The following is a summary of the information. Where percentages are not 100, data are missing.

1. Location of Programs	N	%
Urban (Minneapolis or St. Paul)	35	22
Suburban	34	22
Town (Duluth, Rochester, St. Cloud, etc.)	41	26
Rural/Village	45	28

Comment:

Adult C & HE programs are located around the state and evenly serve urban, suburban, town and village populations.

2. Description of Teachers

a. Teaching assignment

	N	%
Full time	25	16
Part time	120	76

b. Total number of years of teaching adult classes (including 1979-1980)

	N	%
One year	7	4
Two years-Five years	93	60
Six year-Ten years	31	20
Eleven Years-Fifteen Years	9	6
Sixteen Years-Twenty Years	0	0
Twenty-one years-Twenty-five years	3	2
More than Twenty-five years	2	1

c. Highest degree earned

	N	%
Less than BS or BA degree	18	12
BS or BA degree	82	53
MS or MA or MEd degree	33	21
PhD	2	1

d. Major emphasis in degree

	N	%
Elementary Education	6	4
Nursing	8	5
Home Economics Education	20	13
Home Economics - Family Life etc.	10	6
Social Work	7	5
Psychology/Sociology	11	7
Child Development	9	6
Education (other)	12	8
Other	40	25

3. Teacher Needs

a. Courses teachers would be interested in taking:

	N	%
Adult Education	60	39
Content Up-date (such as Fam.Life)	97	62
Program Development	24	15
Guidance & Counseling	46	30
Curriculum Development	21	14
Group Process	55	35
Leadership Development	32	20
Courses for Licensure	11	7
Administration/Supervision	28	18

b. Teacher's feelings about their present positions:

	N	%
Like it very much	130	83
Like somewhat	10	6
Neither like, nor dislike it	6	4
Dislike somewhat	1	1

c. Teacher's Satisfactions with Job Characteristics:
(Percent Satisfied)

	N	%		N	%
Challenges	128	82	Working w/Adult Learners	135	87
Co-Workers	109	70	Variety of Tasks	112	72
Opportunity to improve fam. life	110	70	Flexible Scheduling	117	75
Potential for advancement	36	23	Job Security	71	46
Salary	74	47	Opportunity to apply my knowledge	126	81
Administrators/ Supervisors	105	67	Fringe Benefits	35	22

Comment:

The Adult Consumer and Homemaking teacher is a part-time worker with approximately 2-5 years of teaching experience and a BS or BA degree with emphasis in one of many fields such as home economics education. The group appears to be interested in taking a variety of courses, but especially content up-date in areas such as Family Life. They like their work, but are dissatisfied with four aspects: potential for advancement, fringe benefits, job security and salary.

4. Program Description

a. Time of day classes meet

	N	%
Daytime	43	28
Evening	113	72

b. Content of classes

	Major Attention		Minor Attention	
	N	%	N	%
Consumer Education	29	19	39	25
Resource Management(time, energy & money)	18	12	40	25
Nutrition & Food Preparation	42	26	39	25
Child Development	67	43	34	22
Health Care	36	23	37	24
Parent Development	84	54	21	14
Family Life	74	47	23	15
Child Rearing Practices	67	43	27	17
Family Support Systems	48	31	36	23
Personal Dev. & Support	53	34	38	24

c. Hours per week spent in class preparations and outreach:

	N	%
1-5 Hours per week	85	65
6-10 Hours per week	24	18
11-15 Hours per week	6	5
16-20 Hours per week	9	7
21 + Hours per week	6	5

d. Curriculum revisions to eliminate stereotyping. Percent of programs giving attention to the following:

Changing career patterns of men and women:	59%
Increased numbers of women working outside the home	72%
Increased numbers of men assuming homemaker responsibilities	57%
Increased cultural diversity among families	51%

e. Actual enrollment numbers in all reporting adult consumer and homemaking classes:

Males	3,622
Females	11,290
Special Needs	248
Economically Disadvantaged	1,034
Limited English Speaking	123
Elderly	547
Single Parents	1,084
Court Offenders	56
School Drop Outs	63

Comment:

Nearly three-fourths of all reporting adult consumer and homemaking classes meet in the evening. The content of the classes covers a wide range of topics with major attention being given to child development, parent development, family life and child rearing practices. The least amount of attention is being given to content in resource management. Teachers spend from 1-5 hours/week in class preparations and outreach.

Only about one-half of the teachers indicate they've given attention to curriculum revisions to eliminate stereotyping.

Slightly more than one-fourth of the participants in the adult classes are males. Persons in "non-traditional" categories such as elderly and court offenders are enrolled in classes, but make up less than one-fourth of the total enrollment.

PART TWO

CASE STUDIES OF TEN SELECTED HOME ECONOMICS PROGRAMS

CASE STUDIES OF TEN SELECTED HOME ECONOMICS PROGRAMS

Case studies of ten selected "special" home economics programs in Minnesota were done with the purpose of describing and illuminating, on a limited basis, various dimensions of the programs.

"Special" home economics programs were nominated by one or more of a selected group of people and met as many of the research project criteria as possible. Nominations of secondary school and adult consumer homemaking programs and the teacher were received from advisory committee members for the research project, technical assistants in the SELOs project, identified faculty in colleges or universities, and department chairpersons of secondary home economics programs in the Twin Cities metropolitan area.

The criteria for selection were based on the 1976 Vocational Education Amendments which specify program emphases (consumer education, management of resources, promotion of nutritional knowledge and food use, and promotion of parenthood education) and populations to be reached (males and females, aged, young children, school-aged parents, single parents, handicapped persons, limited English speaking, educationally disadvantaged, those connected with health care delivery systems, those in correctional institutions). Additional criteria were used to insure distribution of selected programs in urban, suburban, and rural; secondary and adult; and various geographical areas of the state.

Each of these ten selected programs were visited for two days. During that time interviews with the teacher and observations of the program were noted. At least five participants in each program were interviewed. These selected participants were identified by each teacher as representing a variety of perspectives (theoretical sampling). Administrators and other staff of the programs were also interviewed to learn of their perspectives. Available documents concerning the program were also reviewed.

From the collected data, portions were selected to portray different dimensions of each program. The following categories of information were intergrated into each case study: history of the program, goals, content, interactions, setting, evaluation, concerns of the teachers, quotes from those involved with the program and program participants.

The aim here was to try to describe in 5-7 pages what it is like to be involved in each of the programs. In the future, the collected data will be analyzed for patterns and themes to gain more understanding of these home economics programs.

OVERVIEW OF TEN CASE STUDIES OF SELECTED HOME ECONOMICS PROGRAMS

CARING FOR CHILDREN: ADOLESCENTS, PARENTS AND CHILDREN INTERACT

Students in child development classes in a city high school interact with parents and young children as part of their class experience. This is cooperatively designed by secondary and adult vocational education to help them gain knowledge, support, and self awareness. An adaptive home economics class in family living is also taught for handicapped students by this home economics teacher.

ISSUES IN NUTRITION--INDIVIDUAL TO GLOBAL

Among the course offerings at a large high school in a metropolitan area is Issues in Nutrition. This is a two credit multi-disciplinary course taught by home economics and social studies teachers. Students are involved in a variety of experiences which enable them to explore the need for food, sources of food, and political and social issues related to food.

CONSUMER EDUCATION: SURVIVAL ON YOUR OWN

Many seniors in a large suburban high school enroll in a home economics course designed to help them with "living skills" needed for surviving on their own. This consumer education course aims for students to gain confidence in their ability to live independently and to develop skills necessary for making decisions.

FOODS CLASSES FOCUS ON NUTRITION AND CONSUMERISM

In a large suburban high school, males and females are involved in various foods courses which have an emphasis on nutrition and consumerism. The computer is used to aid in teaching nutrition, as well as in planning school lunch menus. These foods courses and other home economics courses aim to help students gain confidence and develop practical everyday living skills.

HOME ECONOMICS PROGRAM IN A RURAL AREA

A high school home economics program in rural Minnesota has expanded over the last thirty years. The number of home economics teachers, students, enrolled in courses, and space and equipment for the department have all increased.

FHA EMPHASIZED IN A HOME ECONOMICS PROGRAM

Many high school students from a small rural school are involved in Future Homemakers of America (FHA) at the local, district, state or national level. The majority of all students, including both male and female, enroll in classes in all six areas of home economics offered in this one teacher department.

EDUCATIONAL PROGRAMS FOR LOW-INCOME HOMEMAKERS

Educational programs for homemakers who must manage on a low-income are provided by an adult vocational home economics teacher in a low-income housing development. Classes in parenting, food and nutrition, clothing, consumer education, and others are offered. While homemakers attend classes, there is an educational program for their young children nearby.

MANAGING INDEPENDENT LIVING: EDUCATION FOR FEMALE OFFENDERS

"Deinstitutionalization: Managing Independent Living" is a program designed to help women incarcerated at a state correctional institution develop competencies needed to live independently after their release from prison. The area vocational/technical institute, the correctional institution, and a unuversity and Title I-A of the Higher Education Act sponsor this program.

NUTRITION EDUCATION FOR SENIORS

A nine county area of rural Minnesota is served with a nutrition program for senior citizens. This is a federal program which provides seniors with hot well-balanced meals in congregate settings along with other services. The area Vocational-Technical Institute and the social service agency administering the nutrition program, work together to provide nutrition education for the participants.

ENERGY EDUCATION FOR THE EVERYDAY ENERGY CONSUMER

Consumer energy education classes for adults were developed by the Adult Vocational Education Division of one Minnesota Area Vocational-Technical Institute under a grant provided by the Minnesota Department of Education with consumer and homemaking funding, in cooperation with the Minnesota Energy Agency and other organizations interested in energy conservation.

CARING FOR CHILDREN: ADOLESCENTS, PARENTS AND CHILDREN INTERACT

Students in child development classes in a city high school interact with parents and young children as part of their class experience. This is cooperatively designed by secondary and adult vocational education to help them gain knowledge, support, and self awareness. An adaptive home economics class in family living is also taught for handicapped students by this home economics teacher.

Intergenerational Interactions Evolve from a Child Development Course

It was on the premise that parents, teens and young children have much to share with and learn from one another that a home economics child development course grew into an "intergenerational" education program. The first step in the evolution was the development of a child development class including practical experience with young children as part of a federally funded project called Deliberate Psychological Education. The folloinwg year, at the request of the parents of these young children, seminars for parents were developed. At the request of the teens in the child development classes, their parents were also invited. The teacher met two others interested in parent education and a proposal was written to secure funding for an educational program center for parents and young children with whom the teens could also interact. In 1977, Adult Vocational Education funded the proposed parenting center to be established in the high school building in which the child development class is taught. As the program grew, additional funding was secured from the Council on Quality Education in order to expand services. Parent educators, an early childhood teacher, a home economics teacher and other staff compose the program team. The focus of this study is on the consumer homemaking teacher who is involved in this program through her child development classes, but also has other home economics classes such as "Adaptive Home Economics" for handicapped students.

Goals: Knowledge, Support, and Self Awareness

The teacher shared her goals for teens enrolled in the child development classes.

1. Develop a support group
2. Develop an increased self awareness.
3. Gain a sense of competency in caring for children.
4. Increase knowledge of child development concepts.

The admin strator of the inter-generational program also has goals for the teens as they are involved in the center interacting with parents and young children

-Increase adolescents' awareness of different parenting styles.
-Appreciate the role of parents in a child's development.
-Help to strengthen families.

The teens are also involved in helping to meet the goal for the yourg children in the program which is:

-To foster development in the cognitive, affective and psychomotor areas.

Teens also might help in working on the goals for parents involved in the program.

-To support and encourage parents in their job as the child's teacher.
-To provide information necessary to foster development.

The home economics teacher also shared her goals for the Adaptive Home Economics class for handicapped studnets. This is a family life class and focuses on helping the student to gain self-awareness.

Students:

At the beginning of the year, the teacher asked students on a survey why they took the child development class. Those that answered said they like working with children or like children. The teacher described those in her classes as follows:

"Non-college bound, non-sports, non-student council, non-cheerleaders, special ed kids, 80% black...Through their journals I learn about what's going on in their homes. A lot of them have a lot of personal kinds of problems that keep them from attending school regularly which is frustrating to me. Some are parents."

The assistant principal focused on the sex and ethnic background of students in describing them:

"Nice majority-minority mix. More females than males. More non-college bound."

The guidance counselor also described them by sex, but noted their interests, too:

"They are teens that like to work with kids. More girls than boys. Less academically oreinted. The higher academically oriented are so busy taking English, Math, Soc. Studies, Science and Foreign Languages there's no room in their program to take it."

Most of the students interviewed described those in the child development classes as those liking or wanting to work with children.

"People who are concerned and want to work with children."
"Students who want to learn to help get to know self."

"Students who like children."
"People that want to be with kids."
"Students are all different."

As described by the teacher, most of the students were male in the Adaptive Home Economics class and were physically handicapped, one had brain damage from a car accient and another had low mental ability.

"Learning about children, Ourselves and Each Other"

Students who enroll in "Exploring Child Development" are told by the teacher on the first day what the course is about:

"This is a course where we're going to be learning about ourselves and getting to know each other in the class real well, too. We'll be doing this by doing lots of things together and reflecting on our feelings about the things we do and by having a chance to work with children."

In this trimester course, the first three weeks are spent together as a whole class learning about each other and children. For the rest of the trimester, the whole class is together only on Mondays during which they learn about their assignments for the week. Each student spends two assigned class periods during the rest of the week interacting with young children and parents when they come to the designated rooms in the school for the parenting center. Students spend the other two class periods working in the classrooms reflecting on their experiences with children by writing and discussing.

When students (teens) are in the parenting center, they spend the first 15 minutes in a group activity with parents and children. Parents then leave for a discussion group led by one of the parent educators. Teens interact with the children as each child becomes involved in a variety of activities designed to encourage development for his/her particular age. The early childhood teacher gives leadership for this session. During the trimester, students are also expected to plan and do an activity with children. When the class period ends, these Senior High students leave and students from the junior high child development class come for the second half of the session.

When students are together as a class, the home economics teacher involves them in a variety of ways. She describes her plan:

"I always start off with the first week just building a support group in the class and I do that by we interview each other for introductions in the class and I give them some moral dilemmas and they are in groups and I ask them to solve and then they fill out a journal page asking more for were they a leader, did they say what they wanted to say, did they put people down, how they interact with each other--Not to be as concerned with how they solved it. So I do activities like that to build support within the class. Lot of sitting around and getting me off the track, discussing personal things about each other, to get to know each other pretty well. From there we go to looking at a child's world and how a child sees things. We look at the centers in a child's room. the environment. they have a day when they go downstairs in the CD room (in the parenting center) and their assignment is just to play for a 20 minute period and then they have another journal page to fill out, like did you play alone, play in a group, did you stick with one activity, did you switch? And it has double purposes. One is to have them look at their style and figure out what their style of play is and have them draw generalizations about how children have different styles of play. But also I found they needed to have a chance to play with those toys before the kids come or else they want to do the puzzles and play with the things instead of having the children do it. Plus it's nice for them to just play and get to know each other. And from there we go into looking at what is a child like. Like how is a child different from an adult, a teen and about children's feelings and sort of what is a child like. I start off both my jr. and sr. high classes with that every trimester because I think that's a perspective they need. From there on everything gets different. Some of the possible things I include in it depends on the class sort of and what I feel their needs are and what their interests are. In jr. high I tend to do like child's play and child's art, maybe some planning activities and I use play and art as a way of looking at development and looking at children. But it's more concrete for jr. high. In sr. high we look at stress and discipline and abuse and how that's all interconnected. I deal with development in a variety of ways, but always end with self-concept and self-esteem. Sometimes we do nutrition and planning activities and meals, and ego-centrism and children's feelings and children with special needs."

The teacher decides what to include based on her past experience teaching child development at another school, selecting from Exploring Childhood materials, discussing needs of the students identified by the early childhood teacher as she observed them interacting with parents and children, and what students say they want to learn.

In the Adaptive Home Economics class, the focus is on goals, values, sexuality, decision-making and goal-setting. These were based on interests and needs of these students and suggestions from a specialist on handicapped.

Students Experience and Reflect: What Is A Child?

The teacher says her style is to have students experience something in the class and react to it. Following is one observation of a class towards the beginning of a trimester:

On the third floor of a high school in a large city, 9 students (1 boy, 8 girls) sit down at a round table together with the teacher. The carpeted room has another large table, cupboards, files, T.V. magazine rack and a teacher's desk. A blackboard covers one wall, windows on another, and a third has a bulletin board covered with student made posters titled "What Is A Child?" Downstairs on first floor is the room filled with toys and activity centers where the teens interact with parents and children.

As the bell rings, students and the teacher are telling one of the students that they're glad she's back after missing several days. The teacher first asks them to write in their journals about *"what is your idea of what a child is in as much detail as you can. It should be at least one page long."* Students write in their notebooks for about 10 minutes. The teacher walks around the group looking at their writing. To one girl she says *"You have the right idea."*

The teacher tells them their journals are the best she's ever read. *"You were able to get in touch with your feelings. I hope you keep writing in your journals. Anything you want to discuss? (no response) Today we will look at a child's world and then look at what is a child. Now, flip to a new page and make a list of things you see in the room."*

Students look around the room and write somethings in their notebooks. The teacher then tells them to sit on the floor anywhere in the room. Students move around as two make comments about how weird this is (and laugh). The teacher gives each a sheet with 10 questions entitled "Trying Out a Child's World." She explains each question and tells them to fill it out. For example, one question asks what can you see that you couldn't see before. The teacher sits on the floor, too, as everyone writes on the paper.

All go back to the table. The teacher asks. *"OK, were there things you learned from this about how a child sees things?"*

Several students say yes.

Teacher: *What things would a child play with?"*
One girl: *"Table Top"*
Teacher: *"What else?"*

Several mention other things in the room as the teacher looks at them and nods.

Teacher: *"OK, have you had kids you're taking care of and you wonder how they got into the things they did?" (several nod) You need to think about how the child sees the situation."*

One student starts talking about a child she babysits; the teacher interrupts asking her to describe her behavior. The student then continues as she describes what the child does and what she thinks the parents do. Teacher responds with, *"So what you're saying is that mom needs to guide but not do it for him."*

The student nods. The discussion continues concerning adults being consistent in guiding children's behavior

Teacher: *"What do you think I wanted you to learn from this?"*
Student: *"How it feels to be a kid and be little."*

The teacher then asks them to *"Compare what you wrote with page 3 in the book that talks about what is a child. For tomorrow write in your journal a description of what an ideal child would be like."*

The teacher collects the papers and students leave at the bell.

Evaluation

The teacher evaluates students in the child development course on the basis of attendance, journal, planning and teaching an activity with children, working with children, participation in discussion, classroom work and tests. Criteria were established in each category so students would know what was expected to get a certain grade. 50% of the grade is based on the interaction with children.

The teacher shared that over time she has seen growth in many of the students.

> *"For example, one girl who was really giddy at the beginning is now sharing neat thoughts and reflecting on such things as death."*

At least three of the students have enjoyed their experience in the center so much that they continued working there during other times of the day as aides.

Students who interviewed shared what they had learned in the class:

> *"This class has helped me get away from my shyness and respond to others. My mother is so proud that I'm taking it. She can't believe I can take a class in this. Now I just love to talk. I used to have a bad temper with children and now that's improved."* (female who has taken child development all year)
>
> *"It has helped me understand children better. I thought little kids just ran wild. I've learned that they're people too, but little... It will help when I'm older if I decide to have kids. Now I'm doing a lot of babysitting."* (female who takes class and is now an aide)
>
> *"The class helped me to have more patience. I used to get so mad at my niece and nephew. I talk with the parents more now--before I was shy."* (male)

In the Adaptive Home Economics class, the teacher said they got into goal setting and most students reached them.

> *"One student wouldn't walk so we said when he could walk around the table we'd celebrate. In four days he idd it. Other teachers came and told me how much better he was doing. Then other students wanted to set goals. At the end, all said a speech about their goal and how they did on it."*

Concerns the teacher expressed related to the high rate of student absenteeism, student enrollment and coordinating with the parenting center. When the parenting center staff meetings were held, they were able to work out scheduling staff changes needed to help the interaction between the students and parents and children work more smoothly. The teacher says the budget is not a big concern for her since she just needs paper, markers and a few books.

It takes lots of time, effort, and committment to this team approach to education, but the administrator of the parenting center and the teacher expressed that they believe in the model and would like to see it expanded. They said that this intergenerational-family focus could be used to learn about foods and nutrition, clothing, and energy.

ISSUES IN NUTRITION--INDIVIDUAL TO GLOBAL

"We study nutrition from the individual standpoint as well as try to stretch out into the global aspects on nutrition." (nutrition teacher)

Among the course offerings at a large high school in a metropolitan area is Issues in Nutrition. This is a two credit multi-disciplinary course taught by home economics and social studies teachers. Students are involved in a variety of experiences which enable them to explore the need for food, sources of food, and political and social issues related to food.

A Grant Was Given...

Three years ago, a federal grant was given to an urban school district to develop a nutrition education program with three disciplines involved--science, social studies, and home economics. After the first two years some budget cuts made it necessary to run the same program with just the social studies and home economics teachers. During the three year period, curriculum was developed, implemented, revised and is being published in the form of "day by day" cards so other teachers may incorporate the ideas into their classroom if they wish.

Improve Diet, Be An Advocate of Nutrition

The teacher stated the goals for the course as being for the students to improve their personal diets and to become advocates of good nutrition. These were also stated in the curriculum guide along with some specific goals for the student:

--know how the human body works
--know how to meet the body's needs through food
--know the place of personal values in food choices
--recognize values conflicts in the area of nutrition
--identify issues affecting nutrition
--know ways systems involved can be influenced

This course is seen by the teacher as helping to meet the school's PER (planning, evaluating, reporting) goal of a better understanding of ethnicity and self image. Students are seen as being helped towards this through a three generation questionnaire they do and by having opportunity to try different foods. The teacher believes self image is enhanced by gaining more understanding of themselves, how the body works and how to better maintain it.

The principal does not see the home economics course as developing a feeling of pride, self worth or creating a desire for learning. But,

"it probably helps meet the goal of increased knowledge through improvement of the curriculum."

He also noted that nutrition was a weakness at the school because half the students weigh more than they ought to and are totally ignorant of calories. He feels students take the courses largely because of who is teaching them.

Students: A Variety of Descriptions

This is how the teacher described the students who take the course:

"We have your average students. We have your low ability student. We have your student that has perhaps just come back from treatment, or is now living in a home and needs some kind of a two-hour block to have a haven. We get the general run of the mill from the very, very low to the very, very high."

The principal does not seem to see the course as attracting a variety of students:

"The non-college bound who are not looking for a challenge and don't want homework. It appeals to those who like to work with their hands. It appeals to the girl who will be a homemaker."

Students interviewed said they took the course for a variety of reasons. These include taking it for fun; taking it because of an interest in nutrition, cooking, or food; or taking it because the counselor said to.

They described those who take the class in still different ways. Following are two examples:

"There are those here to chow and want an easy grade. Then some that are interested."
"Some like junk foods. Some like to sacrifice for health."

Focus on Problem Solving

In this course, topics are covered such as the basic four food groups, nutrients, advertising, economics, digestion, the social and psychological reasons for eating, values, diet-related diseases and additives. To learn these concepts, students do computer analysis of their own diets, listen to speakers or watch films and discuss, conduct experiments, go on field trips, do food labs on meal preparation, do readings, write letters about a product, plan menus for their family and do a project of their choice such as run the

nutrition store. In the teacher's view everything seems to be centered around problems and problem solving, for example:

> *"One time we called one of the county welfare directors and we said just give us the top five situations on your desk and without giving names or anything, he gave us situations, and we in turn threw them out to the students and said how would you survive? One happened to be a migrant family living in a car and had a sick child. How would they go about getting aid, how would they go about getting food? A pregnant person couldn't pay her housing and yet she wasn't beyond 6 months or whatever it is in order to receive aid, she was unemployed, she needed help, and we kind of threw out these different situations to students because many of them have experienced this in their families. Some are unwed mothers right now and are receiving food stamps. Some of them need help in planning family budgets. They do plan family budgets, family meals for their individual families so they realize that food is expensive and you need to go about planning budgets, planning nutritious meals."*

The teacher also stated that they tend to keep changing the curriculum to keep it current because they can't teach it the way one would Shakespeare. She says changes are also partly based on student attitude and student response. In her view, this course differs from other home economics courses in that...

> *"It's not centered around cooking and baking principles but around nutrition problems. I teach them the very basics of measuring, cleanliness and safety, but it tends to center around preparing an actual meal...one time it will be combining B vitamins and non-red meat proteins...or do an economical and protein rich soup. I give them different options."*

Students noted that this course had tests like other courses, but it differed in that they worked in small groups, and focused on the following:

> *"What kind of foods to eat and how to choose foods."*
> *"Not too much cooking but emphasis on the ingredients."*
> *"Take care of your cells and how to have a better life."*
> *"Understand things related to nutrition."*

Teacher Organizes the Program

Since this course is team taught, there are not only the interactions between the teacher and students, but also between the teachers. The home economics teacher sees herself as bringing organization to the program. This was evident during the time I observed in the classroom:

On one day in the spring, 22 students-11 boys, 11 girls-walked into a home economics classroom for a 2 hour class and sat down around five tables clustered near a chalkboard. The rest of the room behind them had five kitchen units with equipment the teacher had color coded and organized by drawers and a teacher's desk. One wall was all windows; the others were white walls with two nutrition posters, a blue painting of a girl cooking, and two stretched fabric hangings of colored circles and trees. Several cupboards with equipment, supplies and books lined the walls. Other home economics rooms where courses are taught in consumer clothing and foods, child development, family relationships, housing and food service, are on each side.

The talking and laughing between students stops as the teacher, who is standing at the chalkboard, speaks. She checks with students to see that they have all the forms, review sheets and readings they are supposed to have. She asks them to look at their review sheet. *"OK, on the first section, there should be six nutrient categories. What's one kind of nutrient you can think of?"*

A boy at the front table looks up and says, *"Protein."*
The teacher looks at him saying *"Protein is one."*
A girl at her far right said, *"Carbohydrates."*
The teacher responds *"Carbohydrates is another."*

They continue going over the sheet. All students are writing down on their papers except the back table of 4 boys who just sit there. After a few minutes, she tells the students to finish the worksheet on their own and fill out the foods they've eaten for computer analysis. As students work on their own, the teacher goes around asking *"Are you getting it done?"* If she or he needs help, she leans over the table till she's at eye level and talks with the students.

After fifty minutes, the social studies (ss) teacher comes in and tells each to take a big sheet of paper and she gives them directions for a "values activity". Students find a space on counters and tables around the room to draw. The ss teacher tells them to draw things that would finish the statements she gives. While the ss teacher is making comments to the students and laughing, the teacher (home ec.) writes the 5 directions on the board:

1. The thing I like to do most...
2. The animal that I resemble most...
3. In 5 years I want to be...
4. The one food that I cannot live without...
5. The thing that I do with most of my time is...

Twenty-five minutes later they are told by the ss teacher to get into groups of 2 or 3 and make guesses about the eating habits of the other person based on the drawings. As students are getting into groups, the teacher asks 2 girls to meet with another girl who is alone. Students talk and laugh in small groups for about five minutes, then the ss teacher leads a group discussion about values, then tells them to look at values conflict in another context. The film "A Chemical Feast" is shown. As they discuss it, the ss teacher tells them things they will be doing later in the trimester. She then tells them they have 5 minutes to put their things away. The teacher walks from the back of the room and says for everyone to turn in their FOINANA today and to know the nutrition basics on the other sheet.

The bell rings and students go out putting their folders on the counter. One student stops in front of the teacher and asks about the FOINANA before going out. The teacher then picks up the folders and takes to the other classroom for the program, a science room which has rows of tables, a weighing scale and a small room off one side for the teacher's aide and the computer terminal.

Ample Budget Ends

The funding for the program is administered by the school district's vocational home economics supervisor who gets the major percentage of funds through ESEA Title IV C funds. Local money is part of the budget and supported with some consumer homemaking facilities. The teachers felt the budget was very ample; in fact, they had more food budget than they needed. This is the final year for these funds, so the program in this form will end and plans for integrating into existing programs, such as consumer and homemaking programs, are being made. The teacher's major concern is what will happen to the results of all their work now that the program is ending as it has been described here. She hopes some will use the curriculum guide even though resources were available for them that may not be available in the future for others, such as: a van and freedom to take field trips, two teachers for one larger class, an ample budget for food, and an aide to assist.

Evaluation

The evaluation to see if students improve in their diet is based on changes in the FOINANA's, which is a computer analysis of what they eat in a 24 hour period. Each student does one per week. The teacher also sends out a survey form to parents and asks if they have noticed a change in the students and their eating habits, as well as if they had influenced the family in any way. In the classroom, students are evaluated on unit exams which are based on the student outcome objectives. They are also evaluated on completion of daily worksheets, projects, class discussion, and the selection and tasting of new foods. A question the teacher keeps asking herself--is the student gaining new insights and thoughts? When some students talked about how the class had

influenced them, they said:

"I stay away from certain foods now, like those high in fat and sugar."
"No, I haven't changed. I'm a Candy Freak and don't like vegetables."
"I don't eat as much junk now."
"At home I eat more carrots. Mom has cut down on sweets."
"I've changed the way I eat a little, not a lot. I used to drink pop and snack before bed. I found that wasn't so good so I stopped."

The teacher's aide for this program has worked in the school for eleven years. She senses that some in the school don't think that the program is a good use of money because it won't change how kids eat. But, after working with the program, she says her family has benefited from what she has learned from it. She now feels that everyone could benefit from it.

CONSUMER EDUCATION: SURVIVAL ON YOUR OWN

Many seniors in a large suburban high school enroll in a home economics course designed to help them with "living skills" needed for surviving on their own. This consumer education course aims for students to gain confidence in their ability to live independently and to develop skills necessary for making decisions.

Evolution of Survival Living

What was once a consumer course in a suburban senior high school in the early 70's, evolved into a survival living course in 1975. In order to provide a course in all six areas of consumer-homemaking, the program needed something in consumerism and the things the teachers were trying were not felt to be successful and the students were not enrolling. When they revised the course and started calling it "Survival On Your Own" for the seniors, 80 to 100 students have taken it every year. This is the first year this teacher has been involved with the course, but many of the students have also taken courses in family living from her.

Developing Awareness, Skills and Understanding for a Better Self-Concept

The goals for all of the courses this teacher is involved in include developing identified skills, awareness, and understanding. The teacher sees all of these as relating to students developing a better self-concept which is a purpose underlying all her courses. The survival living class focuses on rights as a person or consumer. A major goal is for students to gain confidence in their ability to live independently and to develop skills necessary for making decisions. The teacher identified four themes which are emphasized in the course: management, decision-making or problem solving, values, and resources.

The principal and school counselor expressed some of the same ideas as they stated what they saw as the goals of this teacher's classes:

"Kids developing a better understanding of themselves and the world about them." (principal)
"Preparation for healthy adult living through academic and emotional experiences." (counselor)

When five students talked about why they took the class, they expressed a variety of reasons. Two of these reasons are listed:

"I'm scared to move out on my own so I wanted to learn more about it. I've taken other home economics classes and the teachers are real good. _____(teacher) is a super teacher. She's understanding and gets to know and cares about students."
"I'm at home with Mom and Dad now. There's 1001 things I didn't feel confident about doing when I move out. I took it because I wanted to gain self-confidence. I read about it in the course description book."

Students were asked how their parents felt about their taking the course which elicited a variety of responses.

"Parents want me to know how to manage money."
"It's OK whatever I take. Mom heard some ideas that I learned in class and she thought it was really good."
"Parents want me to learn about myself. They thought I should take it."

Since this is an elective course, the teacher says she works hard at "PR". 95% of the students go on to school so many don't think they have time to take it. But, she feels if they hear more about it from faculty presentations, pamphlets, and their friends, they are more likely to take it. The teacher also believes that being involved in all school functions or committees and socializing with other faculty is important for public relations.

Whole Range of Students

The teacher describes the students who take the survival living class as...

"A whole range of students from the academically very, very high and some are low. Some come from high income homes, some come from low income homes. Some are guys, some are gals. Some took the course because they really wanted to learn about this and some took it because they thought it would be an easy credit. Some motivated, some not motivated--some who are willing to search for themselves and some who want to be entertained."

The principal also sees the students as a wide range, but the counselor describes them differently.

"The word is out that they have to work in there, so the moderate to above average student takes it."

Some students describe those who take the course on the basis of friendship.

"Different groups of friends. The jocks and the freaks."

Others describe on the basis of effort put into the class.

"There are 2 types. They're on one end or the other. Some want to gain something from it or the low initiative student. No in-between."

Focus on Process

"I focus on the processes. I do not have all the answers. I use to think about teaching the content, now I think about process. I teach skills to deal with the future."

The focus on process is evident in the planning stage, as well as in the teaching/facilitating. In the process of deciding what to teach, the following things are considered:

-The way the world is changing. This needs to be continually re-examined.
-What students in each course say they want when asked at the beginning and mid-point and what they bring up throughout.
-Ideas from books or meetings.
-Input from other faculty (they do some joint planning)
-School philosophy (she chairs the committee)
-The time of day and year and the mood of students and teacher.
-Teacher discretion

Since modular scheduling is used, the courses can be structured into two parts--large group and small group. In large group (students in all sections of the course) lectures are given by guest speakers or the teachers on identified topics. In small group (one section of 15-20), they discuss the lecture and try to apply it.

Two students described their views of the differences:

"In large group, they present too many details, for our own good. In small group we do goal setting. It's direct and more to the point and immediately satisfying. Like we wrote our own ad for the apartment we wanted--that's practical stuff."
"In large group, we have speakers. _____(teacher) is a super speaker or we have guests. In small groups we have projects. We price things and realize how much you have to have to do it."

The major topics for "Survival On Your Own" include housing, setting up housekeeping, furnishing an apartment and living skills, such as maintenance of clothes, foods, household maintenance and money management. The teacher explains this further:

"We get into practical skill things of how can I do this to make my apartment more liveable or stretch my food budget or wash my clothes, those practical things. And so we have really placed emphasis on that kind of thing, so that nearly every unit, so far, that we've planned they have had a hands-on experience of getting out there to see what it's like to research. And so in terms of giving the students material, basically what we've given them is assignments. We really haven't handed them a lot of things that say, OK the answers are in here kind-of-thing. It's been much more research for yourself for the answers--start being that independent person."

Students were assigned such projects as preparing a budget for a year, picking a roommate and then shopping for an apartment, planning all the equipment needed for a party, learning to make some furnishings for the apartment, sharing the furnishing with the class, and writing letters concerning a product.

Large Group Lecture, Small Group Discussions

On large group days, the teacher is either in the front of the auditorium lecturing or sitting with the students listening to a guest speaker. On the days of small group, the teacher and students are sitting in a circle discussing ideas. The pattern for small group is for the teacher to greet the students, review the lecture through questioning and then for all to share their reactions and feelings. Sometimes the teacher will divide the students into smaller groups to share ideas before discussing in the whole group. The class ends with the teacher suggesting to the students to use the discussion in thinking and working on their projects.

As snow is falling outside at 8:00 a.m. 15 students are entering a home economics classroom and sitting on chairs arranged into a circle that fills most of the room. From the toys, small wooden furniture, puppet show booth and walls painted with numbers and animals it is obvious that this room is used for a child development class during other times of the day. Two bulletin boards also decorate the room. One is titled "Problem Solving", the other "Self" which relate to this class and family life. The teacher is also sitting in the circle and starts with *"While I'm taking role why don't you pull out your worksheet from yesterday. Remember I asked you 3 questions about the environment."*

As the teacher goes through the record book, students take sheets out of their notebooks.

The teacher looks around the room as she speaks. *"You now have an apartment that you've picked. You need to think about what are all the feasible alternatives of furnishing a living environment? What kind of living environment do you want? What activities do you need to have space for? First, we'll divide into groups of three and I want you to brainstorm all the conceivable sources of furniture or accessories. Or what are the kinds of things you can make? Whether it's a box for an end table, use ideas from your own house or one you've heard of. If you get stymied, look at these magazines. I suggest all of you check out a couple and browse. Look at the total picture to get ideas to start, list the sources of furniture concluding what you can make and come up with all possible ways. I'd suggest you keep notes in your groups because you'll need this later in your own project. Number off in 3's to form groups."*

Students number off and then form groups in different parts of the room where they talk with each other and write on their papers. The teacher moves from group to group talking with students about their ideas. After about 20 minutes, a student from each group goes up to a blackboard and writes down the group's ideas. When all groups have recorded, the teacher stands near the board, reads each idea listed and asks for the student to explain further what she meant. The teacher asks for any other student's comments and adds some herself concerning additional resources. (During this, the fire alarm rings and we all go outside for 5 minutes.--no fire)

At the close of the hour class, the teacher says, *"We won't see the film* How do you use space? *because of the fire alarm, but we'll see it next time. What I would suggest is that you be aware of ideas you see."*

Students leave, except for one who talked with the teacher about bringing a resource list she had. They stand facing each other as the teacher thanks her and mentions what a good job her church has done with developing resource lists.

Evaluation

The teacher stated that it is very difficult to assess self-concept and wishes for a better way to measure. Her approach is that if students have increased their knowledge (knowing steps in decision-making, resources, facts, etc.), learned more about themselves (values, lifestyle) and developed some skills (assertiveness, research, doing things), then they will feel more confident and have a better self-concept.

Students are evaluated by the teacher on the basis of written tests on the lectures and readings, worksheets, individual and group projects, and class discussion. The final for the survival living course includes a written final and a "practical final". The practical final which is on comparison shopping, asks students to select an item they're planning on buying in the near future, investigate in a consumer research magazine, compare at three stores, then select the first choice brand/model and store and give the reason. Throughout the term, points are totaled and a grade is given on a scale of 90%=A, 80%=B, 59% or less =NC.

Before the end of the course students interviewed expressed that they had learned some things about starting a household and had gained confidence.

"I never realized it cost so much. I learned how to live with people. You're not so scared to be on your own. There's so many things. I learned that all the appliances and sheets are so expensive--you don't think about it when mom buys. You're more sure of yourself. I think everyone should take this in 12th." (girl)
"They teach you that you'll have to have $700 to $800 now to start a household. It's really good. I never thought about these things and it helps you to realize what you need. It's good to get your act together. They tell you how to do practical things. It's given me confidence." (boy)

The principal shared that he has gotten good comments from parents about this teacher's courses and the follow-up studies are always supportive. He believes she is super with people.

"She is a role model to kids. She exemplifies what they should do on their own."

When the teacher reflected on changes she might make in the course, she talked about changes in home economics.

"We should re-examine often. We should be doing more with energy, nutrition, time, money, personal management...the focus of family is our strongest base. If we could prove to the public and to the legislature that family is our focus (not just nuclear), it would be good PR and valuable."

According to the teacher, the limitations to change are the time and energy of the teacher. She feels her budget, which is negotiated by the department head and principal, is adequate.

FOODS CLASSES FOCUS ON NUTRITION AND CONSUMERISM

In a large suburban high school, males and feamles are involved in various foods courses which have an emphasis on nutrition and consumerism. The computer is used to aid in teaching nutrition, as well as in planning school lunch menus. These foods courses and other home economics courses aim to help students gain confidence and develop practical everyday living skills.

Computer Assisted Nutrition Education Added to Foods Courses

The principal of a large suburban senior high school reports that home economics has "flourished" in the last few years through the effort and enthusiasm of this home economics teacher. This may in part be due to the fact that this teacher went into home economics because she saw it as being practical and that it could be of greatest service to the students. Despite these efforts, the number of students in the school has been dropping in the last few years so that what used to be a 2½ teacher home economics department is now down to 1.3 teachers. They are presently looking toward merging with another high school because of this low student enrollment which will mean more home economics teachers will be cut.

However, effort is still being given to curriculum development. One project this teacher has become involved in is a nutrition education demonstration project called I CAN (Instruction for Computer Assisted Nutrition Education). It is funded by Nutrition Education and Training, a federally funded educational program by the Minnesota Department of Education. In this project, secondary teachers and food service personnel in four school districts are cooperating to plan school lunches in home economics, health and science classrooms with assistance of computer programs. This teacher is also developing curriculum for integrating computer assisted instruction in home economics.

Goals: Gain Confidence, Develop Practical Everyday Living Skills

The teacher says that she sees two main goals in the home economics program for students.

1. To develop practical everyday living skills that they can apply to their own situations.
2. To gain self confidence so students know their own skills and "inner resources" and are aware of where to go for help when needed.

She would also like them to be aware that learning is a life long process.

Since four out of the five classes this teacher is now teaching are in foods, she also shared three more focused goals for students in this area.

1. Realize how easy it is to have a good nutritional intake.
2. Learn how to cook nutritionally and creatively with low cost and a little time. This can help enhance their own lives and those they're committed to.
3. Work cooperatively with food service personnel, the teacher and other students to plan and analyze school lunch menus with the aid of the computer.

Home Economics Students: Cross Section of All Students

The teacher, principal, guidance counselor and students all described those students in the home economics program in their own way, but what emerges is that there is a cross section of all students. The principal and guidance counselor put it in those terms:

> *"Cross section of students. Boys and girls. College and non-college bound. Loners and Socially popular. Low ability and others"* (principal)
> *"A good cross section of students."* (guidance counselor)

The teacher's description also indicates a variety, but she seems to emphasize the degree of students' motivation:

> *"Top students. Good percentage of the jocks. Foods I has more of the other type--some of your lower academic students (not ability but motivation). Some GEAR program students which is for those hard to handle. Academic achievers, high motivated, guys and girls."*

Four students currently in a foods class were selected by the teacher as representing different viewpoints. During the interview, they described those who enroll in a variety of ways.

> *"3/4 are generally concerned. There's the Door Niners and then those that hang around in the Commons--the cheerleaders and jocks. A mixture of all."* (female in athletics)
> *"Ones who want ot learn to cook. Good attitude. I just know the girls in my kitchen."* (lower academic female)
> *"Some want to sluff but they find it isn't an easy grade. Some want to learn."* (male in athletics)
> *"All different students take. Compared to the last school I was at in California, there are more guys that are popular and in athletics that take."* (higher academic female)

These same students were asked why they were enrolled in the course. The major reason given was that they wanted to cook.

Emphasis in Foods Classes: Nutrition and Consumerism

When the selected students were asked what they thought the teacher considered important to learn, their statements were similar. The following student's answer was typical.

> *"Nutrition--everything that's healthy and good for you. Learning to buy and prepare food economically."*

When the teacher explained what she saw as underlying all the foods courses, it seemed the students and she were in agreement.

> *"Underlying all these foods courses is certainly nutrition. We have a new computer oriented nutrition program where the students are able to analyze their food intake by the computer. Just this week these students were able to select a school lunch menu to be served throughout the entire district for one day in May. Consumerism also underlies as far as buying, storing, preparing of foods. A major thrust is to help students eat very well for a little bit of money."*

The teacher explained that there are three courses of foods that she teaches. "Foods I" is a very basic course. "Cooking American" combines the old homestead arts of canning, making cheese and making bread with newer techniques of microwave cooking and cuisine art. She says the regions of the country are stressed to help students learn the history of food and appreciate differences. "Food Specialties" focuses on international cuisine and the more gourmet approach to meals. In all of these courses the students do projects, view films and demonstrations, and discussions.

The integration of the computer assisted nutrition education project into these courses has helped this teacher to be able to teach nutrition in a different way. She says that they can cover larger amounts of data concerning food and nutrition in a quicker way. She also thinks the computer experience is a good one to help students see that the computer is another resource to help them help themselves.

During this term the teacher has two sections of Food Specialties and one section each of Foods I and Cooking American. She also has one section of "Fabrics". What the teacher says she wants them to get out of the class is to love to sew for relaxation and fun instead of watching T.V. Each student chooses and works on a sewing project.

In other semesters the teacher offers a course in "Family Life Issues", which is to help students become more aware of themselves, look at their goals and values and the resources they have, to get more control of thier own lives, see the realities of life and to assist in decision-making. Many people from

the community come and speak to the class on topics students choose. "Housing and Interiors" is another class offered to help students examine the factors of renting, buying or building. They also look at home furnishings and energy sources. Students do a layout of an apartment or house for a project. Another course is also offered in consumer education. A part-time teacher offers classes in child development and fabrics.

In the process of deciding what to include in the courses, the teacher considers several things. First she looks at the practicality of a concept to see if students could use and apply it. She bases her decision on her own experience, what her own kids say and what the students say. In addition to being practical, she also thinks it is important to develop the cognitive so students know the reasons why something is done. She uses books and other teachers as sources of ideas.

The principal also sees the class as focusing on practical skills and personal concerns. He says,

> *"We assume that the affluent know this but they don't. All areas in home economics are vital."*

Students Plan Low-Cost Nutritious Meals

In a typical class period, the teacher says she uses two or three different teaching methods, like demonstration and an activity. In the ten class periods observed, she used an illustrated lecture or demonstration five times, and helped students work on their projects (meal preparation, planning or sewing) five times. Following is one class period observed.

> At 11:25 on a spring morning, 6 females and 13 males walk into the home economics room for Foods I. They sit down at seven tables located in the middle of the room next to a wall with blackboards and posters. At some other times in the course they will be in the rest of the room which has 8 kitchen units and a demonstration table. In a corner section of this room is the teacher's office where the computer terminal is located for doing analysis of student diets. Bulletin boards in each of the kitchen units have drawings of food along with cards giving the nutrient values. Other bulletin boards on "Careers Related to Home Economics", "American Cooking", "A Walk By Quiz" on protein utilization. On the way into class students would have walked by a large scissors and spoon painted on the wall (by the builders) and a large display case with the heading "What is Home Economics?" Inside the case, a mirror hangs at eye level with the words, "The person you see here will need to know about...housing...food...clothing... manage money...energy costs...nutrition...marriage (probably)... parenting(good chance)...basic skills to manage a home or how to survive in today's world". More details are given about each area and examples of student projects are displayed below it.
>
> The teacher stands between the blackboard and a table as she tells

students they will spend today talking about projects, then work on them in class through tomorrow. *"You are to plan 21 meals for 1 week for $20 for one person."*

A student responds. *"It's impossible"*. The teacher continues to explain that the meals must be totally nutritionally balanced. She tells them that this assignment is required to pass the course, when it's due, and what they need to turn in. The teacher puts her hands on the table and leans foreward toward the students looking at them as she continues to explain. They are to use the food price list she handed out to figure the cost except for meat. For meat prices they are to look in the newspaper at ads or go to the store. One boy responded, *"I don't believe it. They have prices in the paper for meat? Where?"* The teacher suggests where he might look then explains the food groups, number of servings recommended, and serving sizes. As most students look at her, she gives an example of how to plan menus and figure the cost for one day. During this two boys talk among themselves. After the teacher has asked them to listen three times, she excuses them and asks them to make up the time after school.

When the teacher has foods for three meals listed and the cost figured it totalled $1.80. One male said, *"Decent! We can eat more!"* A female responded, *"I thought it would cost a lot more than that."*

At 12:15, the teacher told them to start working on their own plans and she would answer any questions. Students work at their tables while the teacher went from one table to another. When a student had a question, she bent over, leaned on the table and looked at the student's face. When the bell rings, students get up to leave and the teacher asks them to push their chairs in.

Between classes, one of the student aides comes up to the teacher and asks her what she wants help with. The teacher shows her and then thanks her saying what a big help she is.

Evaluation

The teacher stated that the focus of the student evaluation is really on if students try and not so much on the quality of products. The teacher does evaluate on the quality of class participation and student attitude, as well as on tests and projects. The major portion of the grade in Food Specialties and Cooking American is based on student projects which are dinners. Evaluation is based on student planning, executing the plan, shopping, creativity, organization, quality of the atmosphere, willingness to help others and creating a variety of learning experiences for the rest of the class. In Foods I, the tests, food preparation laboratories and the low cost food plan are a major portion of the grade. Students need 50% of the points on tests and 80% of the points on laboratory work.

The teacher expressed excitement over the projects students do in Food Specialties and Cooking American for they put on "elegent meals" for less than $1.00 per person. She also seems to especially like the

decorations students make for the meals for she feels creativity is also important. The teacher also said that the computer nutrition program she was involved in was worthwhile.

> *"They learned they must plan the School Lunch menu for K-12 likes and dislikes which is not all that easy, and 37¢/person for the meal and meet 33% of daily nutrient needs. It was worthwhile. Some students worked for a short time in the school lunch program which helped them learn what is involved in providing the school lunch. After students in the Food Specialties Class had completed the 2½ weeks on nutrition, several said they were interested and wished they could spend more time on nutrition. One girl did an extra project on using the computer to analyze diets of family members. Another wrote a paper on getting good nutrition when they live on their own."*

The teacher gave students a test before and after the nutrition unit and she found that they had gained much nutrition knowledge.

The community speakers are considered to be a real benefit to the program by the teacher.

The students interviewed shared their reactions to involvement in the program.

> *"At first I wanted to cook and eat. Now I'm learning nutrition, diets, what foods do for you, what's good for you. That's now more important. But, I'm going to school next year and I also want to know how to cook."*
> *"I like the computer. It told how much food I need--I had everything but iron. Mostly what I eat works out fine. I do probably use what I learn more than I think."*
> *"I've learned to make a variety of foods."*
> *"I've learned a few techniques."*

The budget for her own supplies does not seem to be a focus of concern for this teacher. But a major concern is the dropping student enrollment and what that will mean for the program. She's also concerned about the stereotypes people have in this "academically oriented" community of home economics. She says parents do not encourage students to take home economics courses.

HOME ECONOMICS PROGRAM IN A RURAL AREA

A high school home economics program in rural Minnesota has expanded over the last thirty years. The number of home economics teachers, students enrolled in courses, and space and equipment for the department have all increased.

Students, Teachers and Facilities Increase

Thirty-eight years ago a home economics teacher joined the teaching staff of a high school located in a small town. At that time the Home Economics Department was two small rooms, minimally equipped, serving grades 7 through 12 with one teacher. Student enrollment increased so that in 1954 an additional teacher was hired for one hour a day. Enrollment continued to increase and the second teacher taught an additional hour each day until she became full-time. Future Homemakers of America (FHA) was started in 1956. In 1974, another half-time home economics teacher was added to teach junior high. The two new teachers both grew up in the community and were former students of the first teacher. The focus of this study is on the two full-time teachers.

An addition was made to the school building in 1954. This included new home economics facilities. Since enrollment continued to grow, an addition was made to expand the clothing and foods rooms, family living/child development classroom, and office space.

Both teachers mentioned that many things have changed over that time. They said society, the economy, lifestyles, values and the world of work have all changed. In order to deal with the change, they have continually taken classes themselves. The guidelines for vocational home economics programs have also changed, but they seem to feel the changes have helped them build a stronger program.

By having two full-time teachers in the department, they are able to teach the courses that relate most closely with their interests. One teacher (teacher A) has a love for textiles and clothing, but also sees a great need for and teaches courses in child development/parenting and family relationships skills. The other teacher (teacher B) has a great interest in food services so she has developed an occupational food service program and also teaches the food and nutrition courses. She, too, sees the need and importance of other areas and teaches courses in housing and consumer education. For the remainder of this description, the teachers will be referred to as teacher (A) and teacher (B).

In the process of deciding what to teach, the following things were identified by the teachers as being taken into consideration: guidelines for vocational home economics, recommendations from the advisory committee (a survey was sent to members asking them to check topics as being essential, helpful, or nice to know), student needs identified by the teachers, examination and reflection on what is needed to get along and survive in the world, and the interest and expertise of the teacher. The home economics program was described by the teachers as "Courses for Living". A summary of the semester courses goals and content as given by the teachers will follow.

The consumer education course called "Consumer in 21st Century" aims to help students understand their role as a consumer and to learn to make wise decisions as a consumer. Values, lifestyles and the decision-making process are looked at in relation to being a consumer. Practical ideas for survival in daily living are also considered. To help students learn these, the following method and materials are used: comparison shopping experiences, study trips to a bank and a used car lot, speakers, ads from newspapers and T.V., films, group projects and activities.

"Foods for Today" has goals for students to gain knowledge of nutrition as a basis for building or improving food patterns and to learn to spend the food dollar wisely. The teacher (B) wants students to like food and like working with food. Other goals relate to students knowing and using time management, menu planning, food preparation laboratories, comparison pricing through newspapers and field trip to the grocery store, and filmstrips.

"Child Development/Parenting" aims to help students realize the importance and responsibilities of being a parent. It includes the study of conception, prenatal care, the actual birth and care of the baby. The teacher (A) says she wants to teach the ideas concerning whether or not they want a child and the responsibility of years and year of raising a child. To help students learn these concepts, they are involved in the first part of the semester in discussions and seeing films and filmstrips. During part of the second quarter, a child activity center for children ages 2 to 4 is held to enable students to have some laboratory experience with young children. Small groups of students are responsible for planning and working with children on art, free play, nutritious snack and clean-up.

The "Family Relations" course has the major goal of helping students understand their values and what they expect out of marriage and to realize that a good marriage takes work. Teacher (A) also wants students to see the need for individual identity in marriage and to understand what makes a marriage happy. Topics for the course include a study of marriage and the family and their position in American society, mate selection, problems in marriage, divorce, handling family crises, and relationships with parents and siblings. Discussions, teacher lecture and student reports, films, and readings are used in the teaching of the course.

"Housing" is a fall semester course designed to help students gain knowledge of the various alternatives from which they may choose a place to live and the pros and cons related to each type. The teacher (B) says she emphasizes practicality--the everyday common things of the home. Included in the course is a study of housing forms, life styles relating to housing, housing as an environment and its effect on our ecology and community life. Field trips to homes and around the community, guest speakers, projects, discussions, films and magazines are used to facilitate the course.

Three semesters of "Fashion and Fabrics" are offered. The goal for the first course for students is to select a pattern and fabric and construct a garment, remodel clothing and study textiles and labeling lawas. The second and third courses aim to help students understand the clothing industry and to learn more advanced techniques for construction of tailored garments. The teacher's objective is to complete projects in as short a time as possible without lowering standards. Job opportunities are also explored in the clothing and textile field.

In all three courses, laboratory work with individual help, study trips and a study of textiles are used to help students learn. The advanced courses also study designers.

FHA activities are integrated with the consumer homemaking classes and are undertaken to help students become involved and responsible citizens of their communities. Some projects include a story hour for children at the community library, Christmas party for children, visits to residents at the nursing home and shut-ins.

All Types of Students

Teachers, students, the principal and the guidance counselor described the students who take the home economics courses as being a variety of types.

The teachers, the principal, and the guidance counselor describe the students from their perspectives:

> *"All types--get some of the better students, don't get left-overs. Boys and girls Lower class, middle class, high class."* (Teacher A)
> *"Not best; lower or medium income, poorer studnet, not from better homes, some boys and more girls, at least one Native American in each class. In Foods there's a wider variety--more college or vocational school bound; better student. Food Service students-love food, are creative, active people, better students."* (Teacher B)
> *"Top to bottom in socio-economics. High to low achievers and ability, as big a cross section as in required English. Lower class need Home Ec. more."* (Principal)
> *"Advanced courses have college bound, good students. Child Development is often the dumping grounds. These students have problems with attendance."* (Guidance Counselor)

Three of the students selected for an interview describe those in class:

> *"Some are advanced and some make easier things. Some learn to sew to make cheaper. Interested in trying new things."* (student in Fashion and Fabrics)
> *"Wide variety. Some friends take together. Others take because it's an easy class."* (student in Consumer)
> *"Food Service students are more outgoing and in lots of things. They speak their mind more than in Foods for Today. Better students take the advanced classes."* (student in Food Service)
> *"Mostly girls who want to marry and have children."* (girl in Family Life)

Laboratory Work: Comparing Products

Many of the courses these teachers have involve some type of laboratory work. Following is one example of some laboratory work in a consumer education class.

> Two round tables with chairs are in one corner of a foods room which is part of a new addition to a school located in the middle of a small town. Students (8 girls, 3 boys) start coming in at 8:30 a.m. and are greeted by name from the teacher. The students may have walked past the other two home economics classrooms on their way to class. One of these classrooms is used for family life and has chairs and tables for students. These are pushed back when toys are brought out of the cupboards for the child development class's activity center. Another classroom is used for Fashion and Fabrics. Sewing machines, ironing boards, dressing room cupboards, tables and chairs are in the room and still leave space to move around. These walls are decorated with fabric hangings made by students and a bulletin board "Are You Ready for Spring?" with pictures of females in spring clothes. A statue of a woman and child sits on the

counter. But, these students have come for a consumer education class which is held in one end of the foods room. Around them is equipment for a large quantity cooking and the other end of the room has 5 kitchen units and 5 tables and chairs. Right beside them are tables filled with nutrition resources and a bulletin board another class did entitled "Dietary Goals".

As the bell rings, students are talking among themselves but stop as the teacher (B) tells them to write down any of their expenses or money they took in the last couple of days. A table of 5 girls write on their papers in silence. At the other table 2 of the boys are talking loudly. The teacher divides the students in four groups, gives them a worksheet and tells them they'll be comparing three different brands each of orange juice and peaches. They are to fill out the information asked for on the worksheet individually.

Everyone moves to the other side of the room where the teacher asks students to help set the food and cups on the tables. She tells the class where the different products are and they begin working individually. Six students moved around in pairs. Several times students would ask questions of the teacher about how to figure the cost per serving. She would help them figure out the process for doing it. At 9:15 the teacher asked them to finish up in the next five minutes so they could talk about it. She tastes all the products as students are finishing. They all go back to the tables and sit down. The teacher stands by the tables looking at the students and asks, *"What do you know about generic brands?"* A boy and a girl say, *"Cheaper."*

Teacher: *"Why do you suppose that is?"*
Boy: *"It costs a lot to advertise and they don't advertise."*
Teacher: *"Good comment _____ (name)."*

They continue talking abou the products--their cost, ingreidents and taste. The teacher asked their opinions.

Teacher: *"I was wondering if we could make any conclusions about the foods you compared."*
Girl: *"Read the label."*
Teacher: *"Why do you think reading the label is important?"* (pause but no response) *"What did you find on the label?"*
Girl: *"If it was 100% orange juice. I liked the imitation better."*
Teacher: *"You like imitation and some liked 100%. You're telling me something else--you don't all like the same thing. So what do you do when you go shopping? Would you start with the cheapest?"*
Girl: *"Yes--the generic."*
Teacher: *"OK, then you could go up to a more expensive if you wanted. We'll talk about any other conclusions you might have tomorrow. Let's quickly clean up now."*

Students clean up the tables and leave at the bell.

Evaluation

Both of the teachers evaluate students on class participation/discussion, tests, projects and other assignments. Teacher A also marks students on how well they use their time. Both made the point that they found evaluation of students difficult.

It was noted by the teachers that one way this program differs from others is that the students do very advanced work--notably in the clothing and foods areas. These classes have become so popular that not all students can take them that would like to. The teachers also mentioned the strong community support they have. Classes do become involved with the community and other departments in school by making costumes for school plays, serving meals, and doing alterations.

The principal stated that the administration supports the home economics program because:

"The administration supports what the community wants."

The guidance counselor says he thinks the home economics department is one of the two strongest in the school. He also says that many of the classes are very popular, especially foods, but they also have trouble filling some classes in child development and family living. The enrollment in the school is beginning to decline and he thinks this might affect the home economics program in the future.

The vocational education director for the area also believes this program is a strong one.

"The quality of the staff is important for a good program. You need teachers that are knowledgable, excited about children and concerned about children. Those teachers have all three."

Several students who have been involved in the program have pursued careers in home economics. Twenty have graduated from college with degrees in home economics and six are currently attending. Ten other students have gone into fashion and fabric fields and several others have gone into food service.

A variety of students from the home economics classes shared some of their reactions.

"It will help later on for decorating. I learned how to spend money and save. In writing down what I spend everyday I learned I spend too much...Sometimes we work together in groups which is fun. This teacher is one of the better teachers in school. She notices how I'm feeling." (girl in Housing and Consumer)

"I'm more aware of my options now. I've learned about a lot of things that are important for all students. The teachers tell it like it is. I can say my opinion in here and get to know people a lot better. In other classes we just sit and listen--a one way conversation." (girl in foods who has had housing, consumer and fashion and fabrics)

"It's helped me prepare for the future so I can make it when I get out." (girl who's had foods, housing, child development)

"I learned a lot about different types of houses. I'll use it someday when I get my own...The teacher makes the class. She tells us what we are supposed to do and trusts us to do it. She checks and if it's

wrong she'll tell us." (male in housing and food service)
"I'm learning how to cook tacos and things. I'll use it because I'm going to be a cook in the National Guard." (male in foods with special needs)
"I learned how to discipline and understand children a lot better. I learned I can't rush into it (marriage) and there are lot of steps before children." (female in child development and family relationships)
"I needed the credit and it was better than study hall. This is a course more for girls. The boys are quiet. Conversations are mostly between teacher and girls. It's an average everyday class." (male in family life)
"I learned more in here than in most classes. You get more help in here than regular classes. She sits down and explains until I figure it out and can do it." (female in fashion and fabrics)

The teachers do not have a budget, but instead submit requests for whatever they judge is needed and it has always been granted. Concerns of the teachers focus on the difficulty of getting resource speakers in a small town, the unavailability of licensed day care (for the child development class to work with), poor attendance by some students, and limitation of time for teachers to plan and work around the department.

FHA EMPHASIZED IN A HOME ECONOMICS PROGRAM

Many high school students from a small rural school are involved in Future Homemakers of America (FHA) at the local, district, state or national level. The majority of all students, including both male and female, enroll in classes in all six areas of home economics offered in this one teacher department.

FHA Grows Over the Past Few Years

The teacher feels that it is very important to know the students and she has tried to do that. She grew up in this school district and has taught at this school for ten years. During this time she feels she has gotten to know many of the students quite well since teaching home economics in grades 7 through 12 and then staying after school to work with FHA girls on projects. This teacher's statement, *"I couldn't be a teacher without FHA"* reflects the emphasis she gives FHA and which seems to have influenced why it has grown in recent years. The numbers involved have grown as well as, the students' level of involvement.

Goals: Develop Good Self Concept and Skills

The teacher states that she has two overall goals for the home economics program. The first relates to students developing a good self concept so that they can achieve other things. The second is for students to develop skills in order to survive in everyday living. The teacher indicates these skills are being developed in each course she teaches. The teacher perceives her program as helping to meet some of the goals of the school, especially those relating to becoming intelligent consumers, and better citizens through development of living skills and leadership skills.

The students who were interviewed (five) from the Clothing and Parenting classes had somewhat different reasons for taking the courses.

> *"I didn't want study hall. I wanted to accomplish something...I have a 14 month old daughter so I wanted to sew something for her and also for my husband...I wanted to learn about younger children and responsibilities" (female in Clothing and Parenting)*
> *"I thought it would be an easy grade. It's interesting but it's hard." (male in Parenting)*

"I like to sew and cook. I figure it's stuff I'll use all my life. It'll help so I don't get gyped." (female in Clothing)
"It will be helpful in the future." (female in Parenting)
"I didn't want study hall. My sister had taken it (Housing) and said it was a pretty decent course so I took it. I'm in Clothing but I don't like sewing. I'm making a quilt for college which will be useful." (female in Housing & Clothing)

Students Vary in Interest and Ability

There are 500 students in this school, grades K-12. They come from 284 families who live in the surrounding rural area on an average income of $15,000 per year. In the last ten years there has been a significant decrease in those below poverty level, but an increase in divorce, alcoholism and those living in sub-standard housing.

Students are required to take some home economics in junior high, but in senior high the home economics courses are elective. A majority of senior high students do elect to enroll. For example, 68% of the Class of 1980 (37 of 54 students) have taken one or more home economics courses. Class sizes range from 10 in Consumer Education to 30 in Parenting.

The teacher describes the students who take her classes in a variety of ways.

"Most have a low self-concept. Students vary academically. Seventh graders are extremely low. In the others, a lot are average and some above average. Many are from broken homes. There is lots of child abuse. Some are in sports. Both girls and boys...Those in FHA and those not, a Home-Bound student...Tenth and Eleventh graders are average or below average students (above average go into science and math). Some of the excellent students from the 12th grade are in class."

The teacher described those students in FHA as:

"The better girls in school. Usually the girls with problems and troubles don't join. 100% of the 7th grade girls are involved in FHA, 70% of the 8th grade girls and 70% of the 9th grade girls... It would be open to boys if they wanted to join."

Students selected for interviews also described the students in the home economics classes in a variety of ways.

"Those that don't want study hall. Guys and girls."
"FHA kids. They're also the ones in everything else. Some not in FHA."
"Some come to come. Some want to know."
"The wild ones. Some don't care, just there. Some care about school and what happens."

The principal viewed home economics students as those being interested in home economics.

"Those that are interested. Girls take it and males can if they want to--depends on the individual and what they're going to do. If college bound, then I would gear them toward math and science."

Courses in Six Areas of Home Economics and FHA

The teacher sees all the classes in high school as trying to meet the needs of students but the courses she teaches differ because she teaches the skills needed to survive in every day living and uses more project work and less testing. Although she has five different preparations for each day, since she teaches both junior and senior high, the focus of this study is on the senior high courses. As a guide in planning these courses, this teacher uses the 1968 state curriculum guide because she thinks the topics are still pertinent. She does add a few things such as microwave cooking. The students abilities and needs are also considered. She also takes a course each year through a university to become updated and work on new lesson plans. She also has an advisory committee who gives ideas for speakers, projects and books. The committee is made up of various people from the area, such as a minister, baker, County Extension agent, Health Department Case Worker, dental hygenist, mothers of students, mine foreman, and students who are in FHA and home economics classes.

In the Consumer Foods course the teacher says she stresses nutrition, making meals to feed families and how to buy. In the Consumer Housing course she has students develop a house plan. Energy conservation and buying of appliances, carpet, draperies, etc. are some of the things they consider. Since many of the students taking the Consumer Education course are considered to be way below average, the teacher says she focuses on the very basics such as check writing, credit, budgeting and how to make wise purchases. In the Consumer Clothing course students study cultural and social factors of clothing construction. The Marriage and Family Living course focuses on understanding the self and interpersonal relationships including marriage and the family. According to the written course outline, in the Parenting course the students consider what is parenting, then study pre-natal care and development, caring for children, alternatives to natural parenting and community services. Each of these courses is offered for one semester every year because the teacher feels all are equally important and it meets the guidelines.

The main activities used in teaching these courses are readings, worksheets, discussions, filmstrips and projects. Since the teacher considers FHA to be important in developing leadership skills, it is part of class when possible.

In 7th grade, FHA is integrated with the classtime. The 9th graders meet during the teacher's planning period. Since they don't have home economics this year 8th grade and Senior High students meet after school for their meetings once per month. In all the groups, students work on an "in-depth project" for a whole year. The focus of the project depends on the group. To determine that focus, students brainstorm what they want to do at the beginning of the year then select a theme to narrow the topic. The 7th graders, for example, during the past year focused on "Children and Pets" and the Senior High group focused on "Teens in Trouble". At each group meeting, a topic is discussed that relates to the theme. Students are in charge of contacting the speaker and then introducing him or her plus writing the thank you. The 9th graders also have a weekly project of being teachers' aides in the elementary school. The Senior High group raised $500 with a "Rock-a-thon" for a camp for handicapped children.

Several students work on projects to present for the "Action Activity Events" at the district and state level. The teacher spends many evenings after school working with the students on their presentations.

Teaching with Limited Resources

In all the Senior High classes I observed during two days, students were doing reading assignments or working on projects. Following is a description of one class period.

> At 12:12 on a spring afternoon, 8 males and 9 females walk into the home economics classroom and sit down at four tables which almost fill the room. Three boys who walk in last sit at sewing machines pushed against the wall since the tables are filled. Around them the remainder of the room is filled with cupboards, 4 kitchen units and a washer and dryer (also used for the school lunch program laundry). One wall is lined with windows which look out on the town composed of several houses and two stores. Other walls are decorated with bulletin boards entitled "Fishing For a Career in Home Ec.", "Don't Go Out on a Limb With Credit", "FHA Projects", and "FHA WINS-We Influence Nutrition By Sharing." Due to a lack of storage space, the teacher feels she has to store many of the supplies on top of the cupboards. The teacher's desk and files are close to the door on the edge of one kitchen unit.

Before taking roll for this Parenting class, the teacher announces that they may have a snake visit, since the 2nd graders lost one. (This room is next to the elementary rooms). A few minutes are spent reviewing what they covered the last time they met since no classes were held the preceding two days. (Students were protesting the arbitration over teacher salaries and the possibility of no extra-curricular activities the next year).

The teacher looks at several plants placed in front of the window which students are responsible for and then says, *"I notice some of your babies in the window are getting abused. You need a good healthy baby to get a grade."*

The teacher stands by the tables looking at the students and states, *"Different researchers have done research on child abuse and why it happens. One person has collected this information together and so I'd like you to read this article and answer four questions. Try to get done by one o'clock. We'll do a second thing."*

The teacher passes out papers and then says, *"As you're reading and studying I'll be playing something on the recorder."* She starts the tape recorder which plays a child crying. All the students look at her. Some students say *"Who's kid did you beat to make it cry?"* and *"He's going to run out of breath."* The teacher responds by telling them it took her two weeks to tape this of a newborn and no one was beating him.

Students look at papers and occasionally write on the paper. The teacher walks around looking at what the students are doing. Two boys sitting at the sewing machines spend most of the time looking out the window. After twenty minutes, the teacher gives all a sheet of paper and asks them to write down their feelings at that time. One boy asked, *"Right now?" "Yes, in regard to the baby. Like if you had frustration, compassion or sympathy and explain why."* Students write on their papers without talking then look at the teacher when done. She asks three more questions.

#2. What did you want to do for the baby?

#3. Let's suppose this is your baby. You have been up all the time with him or her for 2 days. What would you want to do with the baby?

#4. What do you think my purpose was in doing this?

When students finish she tells them how she got the tape of the baby crying, collects their papers and tells them to finish their reading without the baby crying. Four students say *"Good"*.

As students read she looks at the students responses. Students gave comments about feeling frustrated, what they would do with the child, and how hard it is to be a parent.

When the bell rings, the students get up and leave. One FHA student comes in between classes and shows the teacher pictures of the state meeting. The teacher looks at the pictures with a big smile and tells her what good pictures they are.

Evaluation

In general, the teacher evaluates how good a self concept students have through observation.

> *"I can tell if they're happy about themselves--They don't belittle themselves or say I can't do it or I don't care. Others are happy when they achieve."*

She also evaluates students on their worksheets, tests, discussions, attitude, discipline, clean-up and the products or projects.

Five students share what they have learned in the home economics program they've enrolled in.

> *"I know more now. I feel older. I get along with more now. I can share my feelings in here. They understand. I can tell problems and they understand and can help you." (female in Parenting)*
> *"I've learned a few little things I didn't know before." (female in Parenting)*
> *"I've learned about reproduction and how to take care of kids. All should learn this...In the future when I raise kids I'll know what to do if they're sick or something." (male in Parenting)*
> *"This class covers what parents don't have time to discuss of what I should know. I learn a lot in class. I use it all the time. I use it with my family." (female in Consumer Ed.)*
> *"The housing class helped me to do my FHA presentation on landscaping to your own personality...Being part of FHA has given me a chance to speak at the convention, get to know more people and get over being self-conscious." (FHA district officer in Housing and Clothing)*

The teacher also said that many of her FHA students get high ratings on their presentations and exhibits at the district and state conventions and since 1970 nine have been district officers, three state officers and one national officer. To illustrate the growth she sees, she told about a girl who a few years ago couldn't get up and say her name in front of a group. This girl worked on an action activity and got a top superior rating at the district convention.

Several concerns were expressed by the teacher. Big concerns for her are the limited budget, limited equipment and small room, and low salaries. This concern was also shared by other teachers and the principal. They have not been able to get funding for new facilities because a bond issue won't pass. She is also worried because her advisory committee expressed concern about teaching values and decision-making in her classes, but the administration

and school board have not objected.

Three teachers and the principal told me that the home economics teacher is a hard worker, especially since she drives 50 miles one way to school. The principal says she's organized, cares about students, and keeps the room in good condition.

EDUCATIONAL PROGRAMS FOR LOW-INCOME HOMEMAKERS

Educational programs for homemakers who must manage on a low-income are provided by an adult vocational home economics teacher in a low-income housing development. Classes in parenting, food and nutrition, clothing, consumer education, and others are offered. While homemakers attend classes, there is an educational program for their young children nearby.

Low-Income Homemaker's Needs--More than "Just Housing"

In 1964, funding was obtained to set-up educational programs for low-income homemakers in a large metropolitan area. This came out of a concern that there was a need to do more for low-income persons in housing projects than just provide housing. Five programs, each in a different housing project, have been set up in apartments provided by the local Housing Redevelopment Authority. A vocational home economics teacher provides a variety of daytime and evening classes to homemakers in each area. While homemakers attend classes, there is a planned educational program for their young children (free) in a nearby community center under the guidance of a certified teacher. These programs are provided through the cooperation of the Adult Vocational Education Program and the Early Childhood/Family Education program provided by Community Education.

This study focuses on one of these homemaker programs. When this program began, the area was mostly populated with Mexican-Americans. In recent months, many Hmong people have made their homes in the area. Since the teacher has been at this program for four years, she has experienced the changing community. It seems that her identity is so well known in the area that when she goes to the "Homemaker's Center" (apartment) young children will greet her saying *"Hi, Homemakers"*.

Helping Low-Income Homemakers Help Themselves

The homemaker's program is described to community leaders by the adult coordinator as:

> *"Helping low-income homemakers help themselves in relation to their needs in the areas of food and nutrition; grooming; selection; construction and care of clothing; housing and home management; family living and parenthood; child development; guidance and consumer education."*

The goals which were developed when the program originated stated that the aim is to help homemakers by developing skills in the areas mentioned above. In addition, the teacher talks about other goals she believes her program is meeting.

> *"Get some of the people out of their homes and getting them involved, especially the Hmongs because they are new to the United States and our whole culture. And one goal my program is meeting is merging and blending...A long range goal is that by the time the youngest one is in Kindergarten they have a good enough self-concept and have been out of the house in this program attending class that hopefully they'll seek a career so they can be employed. It's kind of a pre-readiness for when they need to go out in the work world."*

Four Hmong women shared, through an interpreter, why they participate in the program.

> *"She doesn't have English class now and wants to be out of the house. She wants to practice her English. She wants to sew and cut things."*
> *"She wants to learn about many things--sew, make things to wear. Cook some cookies or cake; lots of things."*
> *"She's new--just been here 3 weeks. Anything they have she'd like to learn."*
> *"She'd like to learn everything that's good and healthy."*

Two Mexican-Americans shared why they come to the program.

> *"I want to get out of the house; it's something to do. I want to learn how to sew more."*

One of them also shared why she thought women in the housing project would not come:

> *"Some would rather stay home and watch the soaps. One man doesn't let his wife out of the house--she can't read the paper or watch T.V. Another man wouldn't let his wife come because he saw all women come so he thought it was a house of ill repute."*

Participants: Hmongs, Mexican-Americans and Others

Both the teacher and the adult homemaking coordinator described the participants as being low-income, from different ethnic groups and mostly mothers. The teacher described it this way:

> *"The moms are age 14 to well, there's a great grandmother. We have Mexican, Caucasian, Mulatto, Lebanese, Hmong, Puerto Rican, Chilian, Nigerian. All are low-income."*

I talked with three of the participants who were Mexican-American. They saw the participants in three groups--Hmong, Mexican-American and White. The participants who were Hmong had a hard time understanding the question concerning describing the participants, but they seemed to see themselves as "*new*" and others had "*been here a long time.*"

Homemaker's Classes Described

In this Homemaker's program, a variety of once a week classes are offered each term. "Sew What If It's Winter?", "Soup's On", "Senior Citizen's Sewing B", "Mom's Morning Out" and "Speaker for the Day" are some of the classes offered in one winter term. The attendance at each two hour class ranges from 6 to 14 women at a charge of 10¢ per time or $1 for the quarter. One class is specified for senior citizens and another for people from a specific area of the community. Otherwise it is open to all on a low-income. Individuals might learn of the program through referrals from other agencies, newsletters or the other women. Most of the women who do come, are involved in more than 1 class. Several come at least three times per week. Classes in food and nutrition, sewing and parenting are offered each term. The other courses offered are selected on the basis of what the participants request and what they will attend, as well as on what the teacher and the early childhood teacher judge should be offered. These varied offerings have included such things as home decorating, health, recreational sports, speakers and field trips.

Sewing is the class that seems the most popular. In this class each participant is able to choose what she wants to make, either for herself or family members or for the home. She can use material and patterns provided (at cost) or she can bring her own. Many use the material provided, especially the Hmong, because they have no transportation to go buy their own. In addition to constructing new garments, they re-make and mend old ones. The women also run a clothing exchange in the basement of the apartment.

In the foods class, a different theme is used each quarter which the teacher chooses on the basis of nutrition and economy. During one quarter's foods class the women each prepared and shared a meal from her own cultural background.

In the parenting class, different approaches to parent and child relations have been discussed. Activities have also been planned for the mothers and children to do things together, such as field trips or roller skating. The nursery school is set up in a Montessori style to help the children develop small and large muscles and language. Mothers sometimes play with their children in the nursery school before or after their class. This also gives

the nursery school teacher a chance to observe the parent/child interaction for any issues that need to be raised individually or for the class.

Teaching the Non-English Speaking

Inside an old elementary school a locker room has been converted into a nursery school. The "Mom's" leave their preschoolers among the toys and walk to the Homemaker's Center for a class. They walk past eighteen identical dark brown buildings--each with four apartments--which are clustered together as part of a low-income housing project. In an apartment in the farthest building is "Homemaker's". They enter the apartment at 9:25 a.m. and are greeted by the teacher who leads them inside and they can help themselves to coffee if they'd like before sitting down. The living room has a couch, made with a board on 2 wooden boxes with cushions, and several chairs that stack. The light green walls are decorated with craft projects. Book shelves filled with resource books line another wall. After 5 minutes, the 5 women go upstairs since a phone call came saying that others couldn't make it. The women started working on their own projects in the 2 sewing rooms converted from bedrooms. Two Hmong women were in the room filled with two tables for cutting and an ironing board. A bulletin board "Make It Yourself Projects" decorates one wall. In another corner hangs a Laotian dress one woman brought to show. The other women (2 Hmong, 1 Mexican) work in the room filled with seven sewing machines and chairs.

One Hmong woman finishes cutting out a pattern and then sews on her own. The teacher checked on her a few times by walking up to her close and looking at the garment saying *"That's good."* The Mexican-American woman is making a T-shirt for her granddaughter. The teacher tells her three times if she needs help to holler. Another Hmong is working the whole time at one sewing machine on a dress for her daughter. The teacher looks at what the woman is doing and lays a zipper on top of the back seam and says *"Sew zipper"* while running her finger down the zipper. The woman nods. The teacher then pointed at the blouse the woman was wearing and said "_____*(woman's name) made that blouse here."* The woman smiles big as she looks up at me. Another woman is helped as she cuts out and sews a gathered skirt. The fourth Hmong woman who was there for the first time cut out a child's T-shirt for one of her three children (all under 3 years) then went to the sewing maching. Another woman in front would talk in Hmong after the teacher said the parts. The woman sewed the side seams.

At 1:25, the teacher told them it was time to leave. One Hmong woman looked up and said *"Tomarrow?"* The teacher said *"Come at 9:30. We have party."* The woman shook her head as if not understanding. Teacher: *"Come at 9:30. You have English class in afternoon don't you?"* Woman pointed at the fabric and said, *"Want to sew instead"* and smiled. The teacher then said for all to come back at 12:30 for a speaker.

A bathroom stop on the way out revealed a variety of pamphlets on community resources, food, health, and consumer issues displayed on a board covering the bathtub.

The women walked back to the nursery school to pick up their children and go home.

Evaluation

The teacher, the coordinator of the program and the Mexican-American participants all identified a concern--the tension in this changing community. The teacher put it this way:

> *"The Mexicans are having a hard time accepting that it's not their Spanish program anymore now that the Hmongs are moving in."*

The Hmongs don't say anything about it but some Mexican-Americans say:

"The Hmong are causing problems. They get everything handed to them."

But, the teacher also noted that when they're in the classes they work together well.

> *"It's so neat to see. Like this morning I had 4 Hmongs, 5 Mexicans, 1 Chilian and 2 Whites. They work together so wlll; they laugh together. I always have them try on their garment after they've made it and they show it and they say how nice it is."*

The teacher expressed that it was hard to get any other type of evaluation information. She gives out an evaluation form at the end of the year, but she generally gets comments like: *"More cooking, more field trips"* or they don't say anything.

Two participants told me what they had learned in the program. The first is a Hmong woman communicating through an interpreter:

> *"She loves to come. She now knows how to make a shirt, pants, skirts. The program has helped her lots. Everything she wears she makes. She's very pleased. She practices her English. _____(teacher) took her to the store and restaurant. She knows better than last year. She likes American food and would like to cook the different foods from class... She hasn't made at home because she doesn't know how to buy in the store."*

The second is a Mexican-American.

> *"I've been coming to all for 5 years. With learning the sewing and budgeting, I can make a lot of things cheaper. Most foods we make are out of reach. I've made at home after class, omelettes, soups, stuffed peppers, breads. Every so often we learn nutrition and foods from ethnics. It's fun learning...In parenting we talk about problems and help each other talk it out. It's been helpful helping each other and helping the child and how growing and developing. The field trips are fun...She lets us choose what to do or asks our opinions."*

Several concerns of the teacher emerged: (1) The first is the jealousy of the Mexican-Americans and how to handle it. She plans to start an advisory committee with representatives from different groups to help deal with such complaints as too much attention for the Hmongs and too much "white" food.

(2) The teacher is also frustrated with the language barrier with the Hmong people. It's hard for the teacher to know their needs. They are learning English and she was able to have an interpreter ½ day each week which helped, and they talk at the staff meeting with the coordinator and other teachers. (3) She has an aide to help with the apartment maintainance who is from the community. The teacher finds it hard to find someone who carries through with the responsibility. (4) Attendance of the participants is not always consistent. (5) The budget system is a problem because she has to buy all her own stuff and then gets reimbursed. She also finds that the budget is very limiting during inflation. (6) It's difficult to do other classes besides sewing with them. Many won't come unless they can sew, but she tries to work other topics in too.

MANAGING INDEPENDENT LIVING: EDUCATION FOR FEMALE OFFENDERS

"Deinstitutionalization: Managing Independent Living" is a program designed to help women incarcerated at a state correctional institution develop competencies needed to live independently after their release from prison. The area vocational/technical institute, the correctional institution, and a university and Title I-A of the Higher Education Act sponsor this program.

Female Offender's Needs Identified

The Managing Independent Living Program, initiated in October 1978, grew out of a family and independent living skills program of more limited scope already in operation at the institution. The rationale for this program was based on several needs of incarcerated women which were identified as a result of the findings of a 1977 Minnesota Task Force on Current and Needed Options for the Female Offender. This task force identified typical characteristics of the female offender: tendency to act impulsively, lack of knowledge of alternatives and options, difficulty in making decisions and planning for the future. With the trend toward longer terms, it seemed that the need was intensified for programs to help the female offender make the transition from dependency on the institution to independency. Several programs are offered at the institution, such as in academic education, chemical dependency groups, health education, parenting and recreation. But, it seemed there was a need for a program to focus more on personal management and decision making. Three institutions became involved in the development and testing of this program--the Home Economics Education division of a university, adult education from a local AVTI and the state correctional institute for women. Funding to do this was also a joint effort. Funds were made available under Title 1-A of the Higher Education Act, Adult Vocational Consumer and Homemaking, Department of Corrections, and Vocational Education at a university.

During the development part of the project, a curriculum model, an annotated community resources directory and an annotated bibliography of materials appropriate for the adult incarcerated female are being developed. The development phase of the project will end in 1980 and it will continue as a "program" at the correctional institution. The annual cost

for operating the program (primarily instructor's salary) is approximately $20,000 per year. This is less than the average cost of maintaining one woman in the correctional facility for one year.

The program offers both small group instruction, in a program called "You and Yours" and individualized follow-up called "Independent Living Skills."

Decision Making Skills Developed

The goals for the Managing Independent Living Program are concerned with helping incarcerated women to develop and practice personal management skills which are related to success in maintaining an independent living situation. The stated goals include:

1. To assist program participants to develop competencies in:
   a. Management of resources (individualized goal setting, decision making and money management)
   b. Development of a living environment which promotes positive growth for self and other members of one's household (physical environment, interpersonal relationships and functioning in a group)
   c. Provision of basic goods and services needed for survival (alternatives and consumer education)
2. To facilitate psychological adjustments of participants to independence (self-image and attitudes)
3. To facilitate the process of integrating participants into the community (employability skills and using community resources)

The teacher who works with the women individually emphasized helping them become better decision makers.

> *"When the women leave, housing and vocational skills are the two areas where they experience the least success. My role is to help them plan to get into a job that will fit their lifestyle. For housing, it is just to try to see if some is available. Beneath this the whole focus of this is to help them become better decision makers. And no matter what the problem area, whether it's trying to decide on a career or on housing, on a car or on getting credit, within that you're always making decisions and it is to instill those concepts. That is what the curriculum is based on and it's highly emphasized."*

Six women who were available to be interviewed shared why they became involved in the program.

> *"It was on my MAP."* (Mutual Agreement Plan-is an agreement between the women and the institution to accomplish certain goals which will reduce her time).
> *"It's not on my MAP but I wanted to take it to help me handle problems on the streets and to help with my kids...I want to learn how to manage my money better and to be more prepared when I hit the street."*

"I needed help finding housing and looking for a job."
"I needed help with job placement, housing and getting assistance."
"I took "You and Yours" a year ago because it's required for the off-grounds program. I'm now working with _____(teacher) because I'm going to be a Level 5 soon and she's the person who helps line up the off-ground school or work."
"I took "You and Yours" because I figured it would be helpful. I've tried most every program here...I came to work with _____(teacher) because I wanted to work with horses and heard through the grapevine that she could help me find a program."

Female Offenders Described

Currently there are 53 women in the correctional institution. The reasons they are there varies, but the largest numbers of offenses are crimes against another person (aggravated assault), homicide and forgery. The average age is 24 years with two-thirds having completed the GED or above. Altogether 32 of the women are responsible for 57 children. These women are classified into 5 levels on the basis of length of time there, goals completed and behavior. Only those in levels 3, 4 and 5 are eligible to be involved in Managing Independent Living. The teacher describes some of their characteristics:

"Mothers, head of household. Single. Chemically dependent. Some never worked; some extensive (work). Some never lived independently. Some managed households quite well. They're poor decision makers. They lack insight into consequences. They have a limited understanding of resources. They are impulsive, underskilled, and have problems with economics. Most don't want general assistance-AFDC-so a job is important. They're into more materialism. They're ego-centered--self first."

One of the participants described the women there on the basis of their offense:

"It takes all sorts of different women--murderers, bad check writers...)

The other five interviewed just said that the women were all different.

Orientation for Managing Independent Living

One way in which the teacher meets new inmates and helps them to learn about the programs available at the institution is through an orientation session. The institutional setting and one of these orientation sessions is described below.

In a residential area on the edge of a city, four two-story brick buildings line a circular drive. These are the residences for women institutionalized in a state correctional facility. The largest building also contains offices--one of which is for the teacher of the Managing Independent Living program. It is in this office that the teacher usually works one to one with interested women. The bulletin board is covered with such posters as "Information is Power", "Restless Woman--Let's Talk About Jobs" and a computer print-out on jobs. Shelves are filled with books on "survival" and community resources. Across the hall is a carpeted room with bean bags, pillows and chairs which is used for the "You and Yours" program and for the orientation being given this day.

Two women on chairs and four on the floor are waiting in silence for the teacher to tell about her program. She enters and kneels on the floor as part of the circle. *"I'm ____(name) and I'm with the Independent Living Program. Have any of you heard of that?"* (Three nod, 2 shake heads no). After learning their names, she tells about her program and mentions they can sign up for it. There are 2 parts. One is "You and Yours" which is 8 sessions of 2 hours each. The teacher told the women that the person who taught "You and Yours" was really good and had done a lot of different things. In that class they would talk about all the possibilities they might be able to do. The teacher continued, *"My role is to follow up with that and if the person had a goal then they might be able to work on the things she is interested in. It could be looking at vocational possibilities or looking into housing. For example, one woman was really interested in painting. We made contacts and I took her to visit to find out what the program was like at the AVTI. She found out about an apprenticeship program and she then got involved with this in the off-grounds program. I've helped others find other resources."* During this, three women are smoking and looking down; three look at the teacher as she talks. Two of them are called out to meet with a doctor. Two women asked if they could get help finding housing 160 miles away. Another woman said, *"I really have a problem writing checks. I really like to write checks and then don't have enough money. They told me I need to work on planning out my money and budgeting."* Two others also wanted help with budgeting. Another woman said she was getting out in November and needed housing--could she start right away? The teacher looked at her and said *"Yes, just send me a "Kite" and we can set up a time right away."* Two complained about their 350 hours of work they had to do before they could do any of the programs. The teacher listed several activities available for them from pottery to softball. She closed by saying, *"I'm not a miracle worker (smiled) but I can help you find places where to look. But you do need to plan ahead and work on them while you're in here. I'm not a counselor, but a facilitator and educator. I'll help you look at alternatives and what you want to do and help you do that."*

They all stood in the hall while the teacher called to tell the cottage supervisor they were coming.

Those already involved in working with the teacher confirmed that the focus was on what they wanted to do. Two women describe their experiences:

"She (teacher) is interested in things I want to do. She don't try to push off on you anything...We worked on my parole plans."
"I contacted her then the first time we met we set up a plan. She listens and once I made a decision about what I want we planned to visit different schools. She took me to visit."

A curriculum guide was developed to use as a guide in working with the women on their needs. It is divided into 3 sections--career and life planning, housing, and consumer goods and services. The steps in decision making are the focus throughout. These concepts and processes are also considered by the developers to be appropriate (with adaptation) for other institutionalized populations experiencing a transition to more independent community living and for non-institutionalized persons who are encountering a new level of independence in their lives (e.g. displaced homemakers, persons in non-residential treatment programs).

Evaluation

During the two year grant period for development of the program, a research and evaluation study was conducted by a part-time university staff person to assess the impact of the program.

The teacher evaluates the progress of each woman as they work together. She keeps a chart on each one and includes the goals set and the progress made. The goal guides each meeting that lasts about 1 hour.

"By doing it in short manageable doses, she has the ability to see success which is important. They have very complex problems. I look at the woman just as a woman without her whole criminal history to develop some skills. Yes, you do have some positive things."

The teacher seems to feel good about the progress some of the women have made, but with some others it is slow and sometimes frustrating.

The three women I interviewed who were already involved in the program seemed to find it helpful.

"It's nice to have somebody to help you. Somebody you can really talk to. She's real easy to talk to and has helped me."
"There was a lot of talk about money and money management in "You and Yours". It was real beneficiary to me...She (teacher) helped with planning and finding out about the program I've decided to go in to work with horses."
"She lets you focus on what you want--you do phoning and then helps. I met with 3 times. She gives backing and support. She told me about Displaced Homemakers and other opportunities and resources."

The director of the off-grounds program who works with the women in Level 5 sees that this program has made a difference.

> *"The program has impacted on the women's ability to plan and make decisions of what they want. It's helped them recognize resources. It's helped change their attitude about getting going in life again. They've gotten a grasp on the process rather than taking it all at once so it's helping to solve problems. It shifts their thinking from problems on the inside of the institution to the problems of going outside."*

NUTRITION EDUCATION FOR SENIORS

A nine county area of rural Minnesota is served with a nutrition program for senior citizens. This is a federal program which provides seniors with hot well-balanced meals in congregate settings along with other services. The area Vocational-Technical Institute and the social service agency administering the nutrition program, work together to provide nutrition education for the participants.

Working Together, Past and Present

Three home economists worked together on projects providing educational programs for low income adults. Funding sources changed and the three found work in different projects. One became the administrator of the AVTI Adult program. Another became administrator of the senior nutrition program in a social service agency and the third became part of that dietary staff. They realized their goals were similar, so they combined resources to provide nutrition education for seniors. While the 2 people on dietary staff (1 of which this study focuses on) are visiting each site at least once per month, they present a nutrition lesson. The AVTI adult administrator provides the staff salaries and instructional materials to do the nutrition education. They reached 3700 people at 23 sites in the program last year (duplicated count) at a total cost of about $200 per month. The social service agency pays the remainder of staff salaries and transportation costs.

Goal: Foster Good Eating Habits

As written in the plan for nutrition education, the goal is to

"foster good eating habits among participants by making them aware of the relative nutritional values of food and their contribution to health and well-being, and to influence their food purchases, preparation or selection practices."

The teacher explains the emphasis as being on providing information and then the decision to change rests with the individual.

The administrator of the adult vocational programs sees nutrition education for the seniors as helping to meet the goals for her program.

"Adult vocational education is to provide training for those in an occupation. In this case, for the occupation of homemaking, parenting and consumer education are important. Nutrition is under consumer education. We need to provide accurate nutrition information, and purchasing and storage information to male and female senior citizens on low income."

Presenting Information, Giving Support

The teacher explained that the lessons are all nutrition related. Each year the staff makes a plan for the topics to present based on input from participants and the sites' Governing Council. This plan is coordinated around a theme with other professionals who do programs such as Agricultural Extension agents, fire dept., police dept., public health, etc. This year's plan on "Safety & Food" includes topics such as food facts and exercise, vitamins and minerals, food borne illnesses, low-cost meals for 1 or 2, food and drug interaction and safety. These topics are covered through presentations using slides, crossword puzzles, posters, exercise records, food models or role playing. The teacher emphasizes eating a wide variety of foods (Basic 4) and being aware of fats.

> *"One popular lesson was when I took the meal we just ate and broke it down into the nutrients in the meal and the number of calories so they knew what was consumed. How would we cut this down? What should we have for breakfast and supper along with this to have a balanced meal? They said--you should do that every time."*

The teacher feels these lessons are going to make an impression. Many of the seniors say they're too old and it's too late now to change...but they'll still know. It's like an ad on the dangers of smoking. It's hard to change. Most seniors are overweight and it often takes doctor's orders to change. It's their choice but my responsibility is to provide information and support them... I spend about 70% of my time on information and 30% on support. The teacher was observed talking individually with participants on site visits about how they were feeling and in one case, about losing weight.

Senior Citizen Participants: The Low Income & The Lonely

The participants in the nutrition education program are basically the same as those in the senior nutrition program since presentations are given right at the end of the meal and most stay. According to the teacher, the participants are 60 years or older.

> *"The greatest percentage are low-income, but not all. Some do not have a lot of activities. Some have lots of money and are lonely, isolated, and depressed. They have found acceptance and feel needed. They come from all walks of life, except the more affluent and socially active have their own circles...two-thirds of the participants are female and one-third are male. That's the way the elderly population is in this area...90% have some degree of hearing loss...Most seniors are overweight."*

The administrators of the programs also commented on the variety. One added to the list:

"The average age is 70-80 years...there are more widows than couples, but the mixture depends on the community."

Several of the participants who were interviewed also mentioned the marital status in their descriptions of those who participated in the program.

"Widows, widowers, bachelors, couples."

Others noted the social differences.

"Financially and socially all types who mix with all. Widows, Widowers, Couples. No difference racially. We're getting a few more continuously."
"All different. My neighbors and then I've met a lot of new people."
"Many loners. Those who find it difficult to make their own meal. Volunteers. Some who wouldn't leave the house for a week at a time without this."

Nutrition Education After the Meal

Following is one example of a nutrition lesson that is given by this teacher at a senior citizen's center receiving the nutrition program.

On main street in a small town in Minnesota is an old store converted into a senior citizen's center. Inside, 19 men and 22 women are sitting around the edge of the room smelling the dinner about to be served and talking with one another. Except for a space near the door where they are taking meal donations the room is filled with long tables and chairs already set up for eating by a volunteer. Before the meal begins, the site manager (including the nutrition teacher) is able to involve about half in doing some physical exercises; the others watch. When the meal is served, the seniors line up in front of the kitchen window to pick up their food before sitting down at the table to eat their meal of swiss steak, baked potato, vegetable, muffin, orange jello and milk. Most of the women sit together and most of the men sit together with a few exceptions. As they eat their meal, conversations focus on their health, recent funerals, church, families and the food.

As people are finishing eating, the teacher goes to the end of the room and stands by the voice projector and overhead projector she set up during the meal. She begins the 20 minute lesson talking about how glad she is to bring this lesson. She did this in a voice that could be heard above the conversations. After she tells a story, they laugh. Then she continues. *"Our lesson is on the potato. There's a false assumption about the potato. You've gone to the doctor and he said to lose 20 to 30 pounds. People will then cut out the potato. But there's only 90 calories in a potato. It's the company it keeps that is the problem. The average American consumes 120 pounds of potatoes per year."* After telling about how she picked potatoes when she was a girl, she uses transparencies on the overhead projector to tell about the nutrients in the potato, why those nutrients are needed, and the calories

in different foods that are put on potatoes. Next, she tells them to look at the crossword puzzle (large print) which was the placemat for the day. Together they go over the crossword puzzle items about potatoes and nutrition. She would read the question and someone from the group would respond usually a woman in the front although several other men and women responded. The teacher would encourage others to get involved by saying such things as , *"OK gentlemen, let's hear from you."* and *"You live in the _____(area) and don't know that? C'mon what is it?"* As they go through the puzzle, 5 people are writing down the answers, the rest are looking at the sheet. Someone from the group knew every answer but one. As they finish the puzzle, the teacher says to the woman in front who answered many *"I'll give you 99 and the rest of you 98-90."*

There is clapping and then everyone gets up from the table and takes their plate to the kitchen. Some leave, some play cards at the end of the room, and some go to the kitchen to clean up. The teacher talks individually with some about the lesson, then as part of her other responsibilities she goes to the kitchen to check on the dishwashing procedures and then sits down and talks with the cook about her concerns.

As we wiped dishes in the kitchen, I asked a woman if she liked potatoes.

"Yes. That was real good today. I enjoyed that."
"Did you learn something?"
"Yes, I learned what's in the potato. I was pleased to learn that sour cream has the lowest calories of all the things."
"Do you think you'll change anything about how you eat potatoes?"
"No, I'm just glad sour cream was the lowest. I like that."

Mixed Reactions to Nutrition Education

Participants were interviewed in three different senior nutrition program sites. All those interviewed were supportive of the meal program and expressed how important it was to them.

"Without the nutrition program we'd be lost."
"This program helps us to keep younger and out of nursing homes."
"We like everything as it is."

When it came to discussing the nutrition education part of the program there were mixed reactions.

"I enjoy all of it. I usually stay and always learn something. The calories and things are interesting. I eat what I learned to like here. I even eat broccoli now!"
"I learned more about vegetables and vitamins and what's good. I like to know this. I used recipe book for 2 they gave. It's quite a help to a person."
"They do a thorough job. They gave us a recipe book on dieting and how to prepare for 1 person--it helped a lot."
"I don't eat at home that much so I don't find the nutrition education program helpful."
"The nutrition doesn't go over. The majority are past the age of planning meals. I feel bad that people are not interested and not making use of it. It would be better for young housewives. Our age are not changing their methods. After this big meal people don't eat much at night."

"They usually show a film then talk about what's good for us. I think it's good but I wonder if people use it. We should be losing weight but we don't. Everything we do has food involved, just like this. At every meal, he'll say (her husband) can't we just have 1? So I make bars or cookies."

Evaluation

Both administrators and the teacher mentioned that one way they evaluate how the nutrition programs are going is by the phone calls. They get called if the participants don't like it. The teacher also talks with individuals after a presentation to get their reactions. An evaluation sheet is given to the participants once a year for their reactions which generally are filled with "positive comments". They also get feed-back on the lessons from the Governing Council and the site managers. The program is also evaluated on the basis of cost and the number served.

The administrators and teacher expressed the difficulty in evaluating the program. The participants don't seem to want to give negative comments for fear of losing the meals. They've also struggled to evaluate for change in eating habits. One thing they did was a survey of seniors to see if they increased milk consumption after a lesson on calcium and milk. They found they had. In addition, they will ask the cook about the foods being eaten.

The nutrition program administrator and teacher have many ideas for changes they would like to make which they believe would make it more effective, but are constrained by time and money. Many of their ideas are about giving more support to the participants.

"I'd like to start a coffee group to give support, but it's hard when I'm only there once a month. I just don't have enough time to work in small support groups, even though I think it's important."

ENERGY EDUCATION FOR THE EVERYDAY ENERGY CONSUMER

"Do a Little Homework; Save a Lot of Energy." (promotional brochure)

Consumer energy education classes for adults were developed by the Adult Vocational Education Division of one Minnesota Area Vocational-Technical Institute under a grant provided by the Minnesota Department of Education with consumer and homemaking funding, in cooperation with the Minnesota Energy Agency and other organizations interested in energy conservation.

From Promoting Energy Use to Energy Conservation

When the teacher/curriculum developer/coordinator with this energy education project graduated from college, she first got a job with a gas company promoting energy use. When this position was cut she went to work for an insulation company. There she found that people didn't know about insulation, for they would buy whatever one told them to no matter what was said. She felt education was needed so she went to the adult vocational director who liked the idea and saw how it fit in with vocational consumer-homemaking goals. Proposals for funding were submitted and grants were received from the Minnesota Department of Education to do curriculum development and from the Minnesota Energy Agency and a local utility company to establish an energy information center. The focus of this study is on the curriculum development and the classes offered, but the energy information center will be included because that is where most of the classes are held and this teacher is involved in running the center.

With the first grant received for curriculum development, ten adult consumer energy education modules were developed. A second grant was given to develop three more modules and promotional materials for adult vocational directors use in promoting the courses. A third grant was just received to update one module (including the study of different window treatments) and to develop two more.

Provide Unbiased Consumer Information on Energy

Both the teacher and the project director emphasized that the goal of the adult consumer energy education classes as being to provide information.

> *"Provide unbiased information on energy conservation, and secondly on alternative sources of energy. We present the characteristics of the products to the consumer but don't tell what to buy. That's for the consumer to decide." (teacher)*

"Provide information so they can make intelligent choices. We focus on what the consumer needs to know--how to choose, not what to buy." (director)

The class participants who were interviewed seemed to take the class to get information.

"We needed something in our home. We wanted to add insulation and ventilation so I wanted to learn about them." (woman)
"I needed more insulation in my house and at work. I wanted to know how much to put up and what type." (man)
"I have 5 acres of land and am interested in putting up a Passive Solar Home. I wanted to know all on energy conservation. If I put up a home, I want to know about maximum insulation and the little places to caulk as well as information on passive solar homes." (man)

Participants: The Everyday Energy Consumer

The teacher emphasized that this curriculum was designed for the everyday energy consumer. She describes those that take the classes as being varied in background, interest, sex, and occupation.

"The everyday energy consumer. Wider variety--the very informed and just starting. No background vs. lots of reading. Some are interested in saving money. There's the inquisitive person who's looking for something new and interesting. Some fellows that are the do-it-yourself types. Some will be building a house in the future. A wide variety of educational background--low to nurses, doctors, engineers, realtors, and contractors. Men and women, always more men except in the window treatment class. Young, 18 yrs., and old. Apprentices, Teachers."

The director also saw the curriculum as being for consumers. His description seemed to focus on the occupation of the participants.

"A variety. Realtors, housewives, people from different industries."

Participants seemed to describe the others in the classes mostly on the basis of interest. They didn't seem to know each other.

"All had a common interest. (I didn't know anyone)." (man)
"Everybody was very concerned and wanted to apply the information." (man)
"All adults-one other woman, all others were men. I didn't know any of them. It was helpful that the instructor was a woman." (woman)

The Curriculum Modules

When the curriculum was being developed, it was decided to use a modular form so that it would be flexible for use in many situations. With the guidance of an advisory committee, it was decided to begin with topics that mainly concerned the shell structure of the house because they would be the most cost feasible for the people.

The development of the curriculum started in January 1978 with the teacher doing lots of reading and then selecting what she thought was accurate to use in the curriculum. Each module was critiqued by 3 Advisory Committee Members or those knowledgable of the products before producing in the script and slide form. Each module could be used alone in the teaching of a class or combined. The order they are used could also be determined by the teacher.

Through her research on products, she found that you can't always go by the advertising of people that make the product.

> *"Just because what you see has an energy label on it doesn't mean it's going to save you that much energy. It's becoming more and more a concern because there's so many people involved in trying to make money because people are conscious of energy. That's why this curriculum project is so important. I think people feel they can come to an energy class in a vocational school and they know we're not selling a product. We stress in the curriculum and at the center that there are good and bad characteristics of every product that's available. I feel that that's our responsibility with these 2 projects to relay that information to the consumer and it has to be his decision from then. We don't sell a product or contractor but we can tell them what to look for and what questions to ask."*

Since the original ten modules four more are added to give the following topics which could be taught in various order or combinations:

Energy Basics
Caulking-Selection and Application
Weatherstripping-Selection and Application
Insulation: Retrofit
Insulation: New Construction
Ventilation
Vapor Barriers
Doors
Windows
Choosing a Contractor
Active Solar
Passive Solar
Window Treatment
Microwave Ovens

Development of the window treatment module has involved the installation of 12 different window treatments in the center and studying infiltration and heat loss, appearance and cost of application.

All of these courses have been taught by the teacher and/or another specialist. Additional courses in wood heating and auto efficiency have also been taught. The courses have been offered through vocational education ($3 for a 2½ hour course) and community education. A variety of talks have been given about the center and the curriculum, as well as doing in-service for teachers.

Classes Held At Energy Information Center

Many of the classes are held in the classroom in the Energy Information Center which is an annex of the Area Vocational Technical Institute (a converted elementary school) located near a city in a predominately rural area. The center has pamphlets, books, displays, a heat loss computer analysis, a telephone information and referral service and personnel for providing resources to help consumers make energy conservation decisions. The classroom is filled with tables and chairs facing one wall which has a green board. Another wall has 5 large windows, each with a different window treatment. There are six small tables pushed against the walls. Two are covered with hand-outs on solar energy and window treatments. Two have displays relating to solar energy. One has a display of different types of insulation. The sixth holds the coffee pat. Bright orange and yellow posters on solar energy decorate the walls. Although a class was not observed, the teacher and a participant described the classes as having three parts. In the first part, she shows different samples of products and gives the good and bad characteristics of each. Next, the slides from the module are shown. The class ends with discussion of individual situations.

> *"For example--caulking--when would you use this? If you're a renter paying the utility bills, you want to get through that season so you may want to use--this or that. If you lived in a home for 15 years then you may want to put in a bigger investment. Know where to apply it to the window. Where is the window? Is it open or not? We get into style of living. There are no set answers, but there may be a better insulation for the situation you're working with."*

Due to the cooperative effort of the organizations sponsoring energy education, this teacher is also able to get involved in a variety of educational programs in the community. This includes attending planning meetings. One meeting was observed in this classroom during which an energy saver show in a shopping mall was being planned involving several businesses. This teacher seemed to use her experiences with her classes to give input about the consumer's interests and concerns.

Evaluation

An evaluation sheet is given to the participants at the end of each class. A survey to help determine impact is also being done of the participants by the Minnesota Energy Agency. The participants interviewed said they had a good experience.

"I am very happy with all. The practical applications were good. She asked if there were any questions related to your home we haven't covered."
"It was very good. I learned to recognize a problem and how to correct with insulation and ventilation and she had all different types of them to see in class and told good and bad points. I asked the instructor about a problem and she volunteered to come out and look at my house on her own time."
"I learned how to put up insulation, different types and advantages and disadvantages. It was a good experience. I'm insulating my house now. From the class I got an idea of how to write up the plan and figure what I need."

The enrollment in the courses would also seem to be considered in the evaluation.

"We've more than filled the classes this year and some we had to add a second session. With the active and passive solar we added a third class."

It was noted that classes in the spring were not as popular.

Two big concerns emerged from talking with the director and the teacher. The biggest concern is funding for the future. They shared that an enormous amount of time is spent writing proposals. Another concern is that they hope more schools will start using the curriculum modules and they plan to continue promotion of it. The teacher would also like to see home economics be involved in energy education for she sees it fitting in all areas.

APPENDIX

Cover Letters

Questionnaires

Case Study Procedures

Description of Program Participants in the Case Studies

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

April 15, 1980

TO: Minnesota Consumer and Homemaking Teachers

FROM: Audrey Arrote, Supervisor, Secondary Consumer and Homemaking Programs

Your help is needed in describing Home Economics programs in Minnesota. Future decisions about funding and curriculum depend upon the information gathered from you and other teachers about your present programs.

Every Consumer and Homemaking program in the state is included in this study. (Occupational programs will receive a separate survey). Programs having more than 1 teacher are asked to cooperatively fill out one form. The time it takes to fill out the questions will depend on the availability of your class records. I think you'll see the usefulness of the information and may want to use it to document your accomplishments in reports to your school board or administrators.

The questionnaire will be treated with strict confidentiality and be used only for purposes of this study. No individual programs will be mentioned. The report will be a compilation of the whole state.

The findings of this study will be reported in June. If you wish to receive a copy, just check the space on the questionnaire.

THANKS FOR COOPERATING. Your input is vital to the future of our profession. If you have questions, please contact Marty Rossmann, Project Director, at the University in St. Paul (612-373-1525). The completed questionnaire is to be sent to her in the enclosed envelope by May 1st.

AN EQUAL OPPORTUNITY EMPLOYER

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

May 1,1980

To: Adult Vocational Consumer and Homemaking Teachers

From: Sharon Grossbach, Supervisor, Adult Vocational Programs

Your help is needed in describing adult consumer and homemaking programs in Minnesota. It is essential for future funding and curriculum decisions that we have information from all present programs.

All teachers funded through adult vocational consumer and homemaking programs are included in this study. The time it takes to fill out the questions will depend on the availability of your class records. We have selected to retrieve data which reflect key issues in legislation and the profession. We hope this data will be helpful to you in your local setting as evaluation is conducted.

The questionnaire will be treated with strict confidentiality and be used only for purposes of this study. No individual programs will be mentioned. The report will be a compilation of the whole state.

The findings will be reported in June. If you wish to receive a copy, just check the space on the questionnaire.

Thanks for cooperating. Your input is vital to the future of funding as well as planning for vocational education. If you have questions, please contact Marty Rossmann, Project Director, at the University in St. Paul (612-373-1525). The completed questionnaire is to be sent to her in the enclosed envelope by May 15th.

AN EQUAL OPPORTUNITY EMPLOYER

UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Education
Division of Home Economics Education
Department of Vocational and Technical Education
386 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1530

February 28, 1980

Dear

Thanks so much for agreeing to be part of the "Case Studies of Consumer and Homemaking Education Programs in Minnesota." As I explained on the phone, these will be descriptions of "special" home economics programs. You and your program were identified by several sources as being special--congratulations again! This is part of a larger project designed to describe the secondary and adult home economics programs in Minnesota. Future decisions about funding and curriculum development could be influenced by the information gathered about the present programs.

In order to do the case study of your program, I would like to spend two days at your school observing in your classroom. This will involve spending about two hours outside of class for interviews. I will also need your help in arranging short interviews with about five students from your classes, and if possible another faculty member and the principal. In addition, I would appreciate your sharing any yearly instructional plans and goals for your program. We will give you a small honorarium for sharing your time with this project.

As we discussed, my visit will be once in March and once in April. I'll contact you soon to set up the specific dates. A description of the program will then be written and reported later this summer. In this report, the name of the school and all individuals will be kept confidential.

If you have any questions, please feel free to call me at 373-1687. Thanks so much for your cooperation. I look forward to visiting your program and getting to know you better.

Sincerely,

Joanne Parsons
Research Assistant

Dr. Marty Rossmann
Project Director

MINNESOTA STUDY OF HOME ECONOMICS PROGRAMS

Code _____

As professional home economists look to the 80's, the most critical research need is for information existing programs. The last general survey in Minnesota was conducted in 1959.

This questionnaire is designed to determine what consumer and homemaking subject matter is being t in your school, and how much time is being given to each subject. In addition, brief information the teacher(s) and students is requested.

PLEASE NOTE:
1. The time period for this questionnaire is last year (1978-1979) and this year (1979-1980).
2. Only ONE questionnaire is to be completed per school; therefore, in schools having more than one mer and homemaking teacher, it is requested that the teachers work cooperatively to complete the ionnaire. Occupational home economics teachers will receive a separate questionnaire.

Complete and return in the enclosed envelope by May 1, 1980. THANKS!

BACKGROUND INFORMATION

1. This Home Economics Program is Vocationally funded: ____YES ____NO

2. School Size (grades 10 - 12):

____less than 100	____401 - 500	____801 - 900
____101 - 200	____501 - 600	____901 - 1000
____201 - 300	____601 - 700	____1001 - 1200
____301 - 400	____701 - 800	____1201 or larger

3. Number of rooms in the department:

____Foods Laboratories	____Living Room &/or Dining Room
____Clothing Construction Laboratories	____Office Space for Teachers
____Regular Classrooms with Desks	____Storage &/or Utility Room

4. Number of Consumer and Homemaking Teachers in this school (full-time equivalents): _____.

5. Information about each Consumer and Homemaking teacher:

	Total Years Taught (include this year)	Highest Degree Earned (check one)								
		BS or BA	BS or BA + 15 Qtr. Cr.	BS or BA + 30 Qtr. Cr.	Masters	Masters + 15 Qtr. Cr.	Masters + 30 Qtr. Cr.	Masters + 45 Qtr. Cr.	Completed PhD Coursework	PhD
er #1										
er #2										
er #3										
er #4										
er #5										
er #6										
er #7										

Turn page over, please

B. TIME SPENT IN SUBJECTS FOR THE TOTAL HOME ECONOMICS PROGRAM

Academic year only for last year (1978-1979) and this year (1979-1980). Add up all sections of one subject for all teachers in the department.

Subject	1978 - 1979 Total Number of Sections	1978 - 1979 Average Length of Sections in Weeks	1978 - 1979 Minutes in a Class Period	1979 - 1980 Total Number of Sections	1979 - 1980 Average Length of Sections in Weeks	1979 - 1980 Minutes in a Class Period
Food Preparation and Nutrition						
Family Living						
Child Development						
Housing & Home Furnishings						
Clothing & Textiles						
Consumer Education						

C. ENROLLMENT INFORMATION

Indicate student enrollment (grades 10-12) in your Consumer and Homemaking department for last year (1978-1979) and this year (1979-1980.) Note definitions for Special Needs* and Economically Disadvantaged.** A student may be counted more than once.

Actual Enrollment Numbers

Subject	1978 - 1979 Males	1978 - 1979 Females	1978 - 1979 Special* Needs	1978 - 1979 Econ.** Disad.	1979 - 1980 Males	1979 - 1980 Females	1979 - 1980 Special* Needs	1979 - 1980 Econ.** Disad.
Food Preparation and Nutrition								
Family Living								
Child Development								
Housing & Home Furnishings								
Clothing & Textiles								
Consumer Education								

*Special needs includes persons who need extra attention to assist them to succeed due to: Mental retardation, Emotional disturbance, Speech impairment, Deafness, Blindness, or Orthopedic impairment.

**Economically disadvantaged includes persons who are eligible for financial assistance such as free lunch.

D. OUTREACH PROGRAMS

Check all groups you have taught as a home economics teacher:

Groups	Major Focus of Program	Moderate Involvement (such as short courses)	Some Involvement (such as having this group on an advisory board)	No Involvement
1. Limited English speaking				
2. The elderly				
3. Young children				
4. School aged parents				
5. Single parents				
6. School dropouts				
7. Gifted and talented				
8. Health care - such as in parent education, nutrition education & consumer education				
9. Court offenders				

E. CURRICULAR ISSUES

Does the curriculum in your program give consideration to:

	Yes	No
A. Changing career patterns of men and women?		
B. Increased numbers of women working outside the home?		
C. Increased numbers of men assuming homemaker responsibilities?		

F. STUDENT ORGANIZATION

Do you have an active home economics student organization? _____Yes _____No

IF YOU WANT TO RECEIVE A SUMMARY OF THE RESULTS OF THIS SURVEY, CHECK HERE_____.

THANKS!

_____
CODE

MINNESOTA STUDY OF ADULT CONSUMER & HOMEMAKING PROGRAMS

State funded Consumer and Homemaking Programs for adults in Minnesota have many titles such as family life education, parent education or early childhood education. There is a critical need for information about these existing programs. The last general survey was conducted in 1959.

This questionnaire is designed to determine what subject matter you are teaching as well as the number of class hours given to that subject matter. In addition, brief information about you and your students is requested.

Please note:
1. The time period for this questionnaire is this year from September, 1979 to June, 1980.
2. Complete and return the questionnaire in the enclosed envelope by May 15, 1980.
3. THANKS!

TEACHER INFORMATION

1. In 1979-1980, I have taught: (check one)

   _____Full Time (500+Hrs) _____Part Time (Less than 500 hrs)

2. Number of years I've been teaching adult classes: (including this year)

   _____In present position _____In similar adult position

3. My preparation for teaching has been:

   a. Highest degree earned:(check one) b. Major in degree (ie Early Childhood,etc)

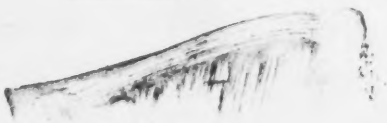
   _____Less than baccalaureate
   _____B.S. or B.A. _____
   _____M.S. or M.A. or MEd _____
   _____PhD _____
   _____Other (explain) _____

4. If I were going to take additional courses, I'd be interested in: (check all that apply)

   _____Adult Education(methods, adult learner, etc.)
   _____Content up-date (Fam. Life, Parenting, Nutrition, etc.)
   _____Program Development
   _____Guidance & Counseling
   _____Curriculum Development
   _____Group process
   _____Leadership Development
   _____Courses for licensure (Voc. Ed. Phil. & Pract. etc.)
   _____Administration & Supervision
   _____Other (list)

5. I would describe my feelings about my present position: (check one)

   _____Like it very much
   _____Like it somewhat
   _____Neither like nor dislike it
   _____Dislike it somewhat
   _____Dislike it very much



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6. My satisfaction with each of the following aspects of my present position:
(place an X in the column which applies to your satisfaction level)

Satisfied	Not Sure	Dis-Satisfied		Satisfied	Not Sure	Dis-Satisfied	
____	____	____	A. The challenges	____	____	____	H. Variety of tasks
____	____	____	B. My co-workers	____	____	____	I. Flexible scheduling
____	____	____	C. Opportunity to improve Fam.Life	____	____	____	J. Job security
____	____	____	D. Potential for advancement	____	____	____	K. Opportunity to apply my knowledge
____	____	____	E. Salary	____	____	____	L. Fringe Benefits
____	____	____	F. Administrators/ Supervisors	____	____	____	M Other (list)
____	____	____	G. Working with adult learners				

PROGRAM INFORMATION

1. The majority of my classes meet (check one)

____Daytime ____Evenings

2. The content receiving attention in my 1979-1980 classes is:
(place an x in the column describing your program emphasis-major or minor)

Major Attention	Minor Attention	Program Area
____	____	a. Consumer Education
____	____	b. Resource Management (time, energy & money)
____	____	c. Nutrition and Food Preparation
____	____	d. Child Development
____	____	e. Health Care
____	____	f. Parent Development
____	____	g. Family Life
____	____	h. Child Rearing Practices
____	____	i. Family Support Systems
____	____	j. Personal Development and Support
____	____	k. Other (list)

3. Average number of hours per week I spend in preparation and outreach:____hours

4. The curriculum in my program gives consideration to:

	YES	NO
a. Changing career patterns of men and women		
b. Increased number of women working outside the home		
c. Increased number of men assuming homemaker duties		
d. Increased cultural diversity among families		

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. The contact hours for my 1979-1980 classes have been:
(complete information only for classes receiving major attention as identified in #2)

PROGRAM AREA	Total Number of Classes	Average Length of Classes (in weeks)	Average Number of Hours per Week in a Class Session
. Consumer Education			
. Resource Management (time, energy & money)			
. Nutrition and Food Preparation			
. Child Development			
. Health Care			
. Parent Development			
. Family Life			
. Child Rearing Practices			
. Family Support Systems			
. Personal Development and Support			
. Other (list)			

TUDENT INFORMATION

. The students who have enrolled in my classes are: (provide actual enrollment numbers for only 1 or 2 programs of major emphasis)

ACTUAL ENROLLMENT NUMBERS 1979-1980

PROGRAM AREA	Males	Females	Special Needs*	Economically Disadvantaged**	Limited English Speaking	Elderly	Single Parents	Court Offenders	School Dropouts
- Consumer Education									
. Resource Management (time, energy & money)									
. Nutrition and Food Preparation									
. Child Development									
. Health Care									
. Parent Development									
. Family Life									
. Child Rearing Practices									
. Family Support Systems									
. Personal Development and Support									
. Other (list)									

*Special Needs = persons who need extra attention to assist them to succeed due to: mental retardation, emotional disturbance, speech impairment, deafness, blindness, or orthopedic impairment.

**Economically disadvantaged = persons whose income is below $5000 annually - you may have to do an "educated guess" to provide this information since actual figures are not available.

WANT TO RECIEVE A SUMMARY OF THE RESULTS OF TIIS SURVEY, CHECK HERE_____. THANKS!

POST CARD REMINDER SENT TO NON-RESPONDENTS

YOU'RE BUSY, BUT I HOPE YOU'LL FIND TIME TO COMPLETE THE QUESTIONNAIRE I SENT TO YOU RECENTLY.

THIS STUDY WILL NOT SIT ON THE SHELF. IT WILL BE SENT IMMEDIATELY TO PERSONS LOBBYING FOR FUNDING FOR YOUR PROGRAM.

FILL OUT AS MUCH AS POSSIBLE. AN "EDUCATED GUESS" MAY BE NECESSARY IN SOME AREAS, SUCH AS "ECONOMICALLY DISADVANTAGED."

MAY I HEAR FROM YOU BY MAY 30TH? THANKS!

(CALL ME COLLECT IF YOU HAVE QUESTIONS 612-373-1525)

Marty Rosemann

PROJECT DIRECTOR

Interview Guide for use with the Key Informant
(Teacher)

Rationale: Interview of the teacher is necessary to gain information on her perceptions of the program, the process used in deciding what to teach, the intended goals, etc.

Gaining entry: The first interview will be before observations, either another day or early that morning as arranged with the teacher. The second interview will be at the end of the first day--a few clarification questions. Another interview will be on the second day.

Opening in talking with the teacher: As I said on the phone and in the letter, your program was selected as a special one, so I am here to learn more about your program so that I can write a description of it; then others may learn more about it also. When I write this description, no names will be used nor will the school (program) be identified. In order to write this description, I need your help in answering some questions, helping me set up some interviews and showing me around. I know you have such a hectic schedule already, so I hope this won't be a problem. Do you have any questions?

Semi-structured questions were designed for use in collecting data from the case study sites. These questions were used as a guide for the interviews with the key informants. Questions were asked as appropriate and were probed when necessary. The settings varied considerably so the wording and nature of the questions also needed to vary.

Examples of semi-structured interview questions used as a guide:
First, could you help me learn some things about how your program is set up. How is your day organized?
What courses do you teach?

(goals) Could you describe for me the _____ course?
I'd like you to think back for a minute to the first day of the course. How did you describe the course to the students (participants)?
What would you say are the goals of the course?
How did the course become part of the offereings at (school or program)?

(students) How would you describe the students(participants) in your course?
What are the different kinds of students in this course?

(setting) What are some things about this room (facility) that would help me to understand your program?

(content & goals) What are some outstanding differences between the courses you teach?
How are they similar?
How is your program different from other programs in this school?
How is it similar?
How is your program different from home ec. programs in other schools?
What do you think are the most important things for students to learn in taking this course(s)?
How do you go about deciding if they have learned it?
How do you go about deciding what is important for students to learn?

Interview Guide for Use with Students
(or Participants)

Rationale: It is important to gather information about how the students perceive the program in order to make the description more complete.

Interviews will probably be held during the class period. Arrangements will be made with the teacher for the selection of students and location of the interview.

Opening in talking with the student: I'm spending two days here observing in the class and talking with a few people to help me learn about this program. I'd like your help so I can understand what it's like to be taking this class. As we talk, I'll be taking notes but I won't write your name down so no one will know who has said any of the comments. Any questions?

Semi-structured interview questions: Basic questions used as a guide, but used as determined to be appropriate and probed as needed or time permits.

Examples of some semi-structured interview questions used with participants:

What was it about this class that attracted you to sign up for it?
In most of the decisions we make there are other people who have some influence on what we do. In your signing up for this class, what other people played a role in your becoming part of the class?

What other home economics classes have you had?

Could you describe for me the students in this class?
What are the different kinds of students in this class?
What kinds of students do not take the class?

So far we have talked about taking this class, now I would like to discuss what the class is like. Could you describe for me what this class is about?
What are some things you do in this class?
What are some of the things you've learned in this class?
Which of these things do you think students like yourself need to learn?
How do you think you might use what you've learned?
Are there other things about this subject you would like to learn?
Do you feel you have any choice concerning what is included in the course?
What things do you think the teacher thinks are important to learn?
What do your parents think is important to learn?
How do you feel about the experience you've had in this course?
How does this course differ from other courses you take?
How is this course similar?

What other comments would you like to make that would help me understand what this class is like?

Interview Guide for Use with the Administrators

Rationale: Interview of the administrator(s) is necessary to know how he/she perceives the program in order to make the description more complete.

Interviews will be arranged to occur during the two day visit if possible.

Opening in talking with the administrator: As we discussed previously, I am writing a description of the _____ program. To help me understand the program better so I can write a more complete descriptio it is helpful to know how you see the program.

Semi-structured interview questions were designed for use with the administrators and probed as feasible.

Examples of some semi-structured interview questions used with administrators

I realize that you have many responsibilities and are involved with many different programs, but it would be helpful for me to know what your relationship with the home economics program is like?

What would you say are the goals of the home economics program?
How does the home economics program help your school meet its goals?
What do you think parents want their students to learn in home economics?
What would you identify as the most important needs of your students in the area of home economics?
What do you think the home economics teacher thinks is important to lea
Could you describe the students that take the _____ course?
What are the different types of students in it?
What types of students do not take it?
Are there some types of students you think home economics is more important for? If so, what are they?

How are the consumer and homemaking funds used in this program?

What other comments would you like to make that would help me to understand this program?

Interview Guide for Use with Other Faculty

Rationale: Interview with another faculty or staff person (such as another teacher, guidance counselor, or aide) will give an additional perspective and make the description more complete

Interviews will be arranged to occur during the two day visit if possible.

Opening in talking with the faculty person: I am writing a description of the _____program. To help me understand the program better so I can write a more complete description, it is helpful to know how you see the program.

Semi-structured interview questions were designed for use with these persons. They were adapted and probed when needed.

Examples of some questions used with other faculty:

How are you involved with the home economics program?

What do you see as the goals of the program?
How does the home economics program help your school meet its goals?
What do you think parents in this area (geograpical) want their students to learn in home economics?
What do you think are the most important needs of these students that could be met in the area of home economics?

How would you describe the students in this program?
What are the different types of students that take home economics?
What types do not?

How is the home economics program similar to your program?
How is it different?

Any other comments you'd like to make to help me understand this program better?

Guide for Doing Observations

Rationale: In addition to talking with those involved in the program, it is helpful to observe what is happening in order to gain a better understanding of the program.

Each of the case study sites had its own unique setting. In some there were more opportunities to observe programs in action than in others. Therefore, the length and type of observation varied, but the following categories were used as a guide in taking field notes of moderate to fine detail.

Setting: location
building
room location, size, color, funiture, decorations
arrangement

Running Account of Class Meetings:
participants present
introduction of class/activities
instructional materials used
language used (quotes)
interactions between teacher and students--verbal and nonverbal communication
participant responses
ways participants are grouped
indications of ending the activitiy

DESCRIPTIONS OF PROGRAM PARTICIPANTS
by various persons involved in the programs

te	Teacher	Participants	Administrator/Guidance
burban condary rvival ving	whole range of students from the academically very, very high and some are low. Some come from high income homes, some come from low income homes. Some are guys, some are gals. Some took the course because they really wanted to learn about this and some took it because they thought it would be an easy credit. Some motivated, some not motivated--some who are willing to search for themselves and some who want to be entertained.	The very popular and not so popular. The outgoing and the shy. Different groups of friends jocks and freaks. Conscientious student that works hard. Those that take it because it's an easy class. 2 types. They're on one end or the other. Some want to gain something from it or the low initiative student. No in-between	Principal: A variety of students. Wide range of ability, both sexes but less boys, mostly 11th & 12th graders. Counselor: They are a split. Between the traditional student who likes to sew-mostly women but also a mix of others. The word is out that they have to work so the moderate & above average take it.
burban condary ods: trition Consum- rism	Top students. Good percentage of the jocks. Foods I have more of the other type--some of your lower academic students (not ability but motivation). Some GEAR program students which is for those hard to handle. Academic achievers, high motivated guys and girls.	3/4 are generally concerned. There's the Door Niners and then those that hang around in the Commons--The cheer-leaders and jocks. A mixture of all. Ones who want to learn to cook. Good attitude.	Principal: Cross-section of students. Boys and girls. College and non-college bound. Loners and socially popular. Low ability and others. Guidance Counselor: Good cross-section
ban condary aring or ildren	Non-college bound, non-sports, non-student council, non-cheerleaders, special ed kids, 80% black. There are those who are taking it for the first time and those who have had it before. Some are late everyday or absent.	People who are concerned and want to work with children. Students who want to learn to help get to know self. Students who like children. It's funny watching the guys. People that want to be with kids. Students are all different.	Asst. Principal: Nice majority-minority mix. More females than males. More non-college bound. Guidance Counselor: They are teens that like to work with kids. More girls than boys. Less academically oriented. The higher academically oriented are so busy taking English, Math, Soc. Studies, Science and Foreign Languages there's no room to take it.

Site	Teacher	Participants	Administrator/Guidance
Urban Secondary Issues In Nutrition	We have your average student. We have your low ability student. We have your student that has perhaps just come back from treatment, or is now living in a home and needs some kind of a two-hour block to have a haven. We get the general run of the mill from the very, very low to the very, very high.	In this class they're interested in the subject. Some just kinda--counselor may have just put them in here. All different. Some aren't interested. Some think it's easy. Some take for the credit and can't handle history. It's a fun class. Some that like junk foods. Some like to sacrifice for health.	Principal: Most don't take Home Ec. About I do take. They are the non-college bound who are not looking for a challenge and don't wan homework. Appeals to those who like to work with hands. Appeals t girl who will be a homemaker. School Aide: More of the students who are middle down in ability behavior and everythin Some very good college bound students.
Rural Secondary Home Ec in Rural	All types--get some of better students, don't get left-overs. Boys and girls. Lower class, middle class, high class. Not best; lower or medium income, poorer student, not from better homes, some boys and more girls, at least one Native American. In Foods there's a wider variety-more college or vocational school bound; better student. Food Service students--love food, are creative, active people, better students.	Some are advanced and some make easier things. Some learn to sew to make cheaper. Interested in trying new things. Wide variety. Some friends take together. Others take because it's an easy class. Food Service students are more outgoing and in lots of things. Speak mind more than in Foods for Today. Better students take the advanced classes. Interested. Get along OK with the teacher.	Principal: Top to bot in socio-economics. Hi to low achievers and ability as big a cross section as in required English. Lower need Home Ec. more. Guidance Counselor: Advanced courses have college bound good students. Child Develo ment is often the dump grounds. These student have problems with attendance.
Rural Secondary FHA Emphasized	Most have low self-concept. Students vary academically. Seventh graders are extremely low. In the others, lot are average and some above average. Many are from broken homes. Lots of child abuse. Some in sports. Both girls and boys. (Those in FHA and those not, Home-bound student). Tenth & eleventh graders are average or below average student (above average go in science and math). Some of the excellent students from the 12th grade are in class.	Those that don't want study hall. Guys and girls. FHA kids. They're also the ones in everything else. Some not in FHA. Some come to come. Some want to know. The wild ones. Some don't care, just there. Some care about school and what happens.	Principal: Those that are interested. Girls take it and males can they want to--depends the individual and what they're going to do. If college bound, then wo gear toward math and science.

te	Teacher	Participants	Administrator/Guidance
Urban Adult d. for Low come	Moms age 14 to a great grandmother. All low-income. Mexican, Caucasian, Mulatto, Lebanese, Hmong, Puerto Rican, Chilian, Nigerian.	There are the Hmongs, the Mexican Americans and the whites. Some have been here a long time and some are new.	Hmongs and Mexican-Americans, low income.
Suburban Adult anaging ndependent iving	Mothers, head of household. Single. Chemically dependent. Some never worked; some extensive (work). Some never lived independently. Some managed households quite well. They're poor decision makers. They lack insight into consequences. They have a limited understanding of resources. They are impulsive, underskilled, and have problems with economics. Most don't want general assistance-AFDC-so a job is important. They're into more materialism. They're egocentered--self first.	All different women take. All sorts of different women--murderers, bad check writers. If you don't have a mouth, you can't survive in this place.	
ural Adult trition d. for eniors	People 60 years or older, many but not all are lower income, some do not have a lot of activities, some have lots of money and are lonely, isolated or depressed.	Widows, widowers, 1 man never married, two couples. Financially and socially all types who mix with all. Widows, widowers, couples, no different racial. Getting a few more continually. All different. My neighbors. Met a lot of new people. Many loners. Difficult to make own meal. Volunteers. Some who wouldn't leave house for a week at a time without this. Widows, widowers, bachelors, couples.	Director of school: males and females, sr. citizens on low income. Director of program: Every type. More women than men. Average age 70-80 years. More widowers than couples. Mixture depends on community.

Site	Teacher	Participants	Adminstrator/Guidance
Rural Adult Energy Education	The everyday energy consumer. Wider variety--the very informed and just starting. No background vs. lots of reading. Some are interested in saving money. There's the inquisitive person who's looking for something new and interesting. Some fellows that are the do-it-yourself types. Some will be building a house in the future. A wide variety of educational background--low to nurses, doctors, engineers, realtors, and contractors. Men and women, always more men except in the window treatment class. Young, 18 yrs., and old. Apprentices, Teachers.	All adults--one other woman, all the others were men. I didn't know any of them. It was helpful that the instructor was a woman. All had a common interest. I didn't know anyone. Everybody was very concerned and wanted to apply the information.	Adult Vocational Director: A variety. Realtors, housewives, people from different industries.